



Greysbrooke Primary School Pupil Premium Plan 2017 - 2018

The Headteacher, Senior Leaders and the Governing Body have ensured that pupil premium funding is used to overcome barriers to learning, including reading, writing and mathematics. The Pupil Premium Grant has been carefully targeted at the designated children in the school by using a range of data and information. 'Disadvantaged pupils refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who have left care through adoption or another formal route.' The school supplements the extra funding it receives for pupils whose home circumstances might result in educational disadvantage. Resources are used to ensure that these pupils have the same full access to learning opportunities as their classmates. By using effective and rigorous controls the governors ensure that pupil premium funding has been effectively and efficiently managed.

The total received during this period (April 2017 to March 2018) for learners eligible for Pupil Premium at the time of census Spring term 2017 was £22,440 (anticipated expenditure £30,034 + £2,510 for additional resources as detailed below which is £10,104 more than the PPG allocation). Total in 2015-16 was £21,120. Total spend was £26,064 (£4,994 more than the PPG allocation). Total in 2016 -17 at the time of census Spring term 2016 was £25,080 (expenditure £34,864.50 which is £9,784.50 more than the PPG allocation).

This funding was targeted to further develop provision to ensure all pupils achieve their full potential through teaching and learning, as well as emotional support in our school. In determining the strategies to Improve Learning, we acknowledge the research of the Sutton Trust/Education Endowment Foundation.

Principles governing allocations

- The allocation and spending of the Pupil Premium was given a high priority in terms of staffing enabling one-to-one tuition and group teaching related to class teaching which is audited and quality assured.
- Achievement data is tracked and monitored to check whether progress is being made and whether interventions are working – and then adjustments made. We will track progress of FSM/CLA as discrete groups and hold members of staff to account
- Eligibility for the Pupil Premium is not confused with low ability
- We compare the performance of pupils eligible for the Pupil Premium with all pupils nationally rather than other eligible pupils thus preventing a lowering of expectations.

The funding will contribute towards the following initiatives in 2017 – 2018.

- Teaching Assistant costs – £28,920
- Resources – RW,Inc/Spelling - £1,150
- Pira/Puma tests - £360
- Nurture room resources - £1,000
- Allocations for residential /trips etc - £1,114

Focus	Barriers to learning	Desired outcomes	Success criteria	Strategies	Implement when? (from and to)	Monitoring Date of next review of strategy (who and when) -	Evaluation
<u>Improving reading levels for disadvantaged pupils</u>	Disengagement, inability to relate to texts, lack of parental support in completing homework – reading at home. Accessing reading test papers – test technique.	Disadvantaged pupils achieve ARE in-line with non-disadvantaged pupils in school and nationally.	Diminish difference identified in EYFS Y1 Phonics / end of KS1 and KS2 results.	1:1 reading; phonics intervention; Read, Write Inc. programme and subsequent interventions	Sept 17-July2018 Spring 2017	RWInc co-ordinator and SENCO report to SLT half termly. Termly pupil progress meetings with HT and Chair of Leadership and management governor committee.	
<u>Phonics</u>	Disengagement, inability to relate to texts, lack of parental support.	Pupils can hear, identify and use phonemes or sound patterns in English.	Teaching reading and some aspects of writing, by developing pupils' phonemic awareness. Pupils can identify the relationship between sounds and the written spelling patterns, or graphemes, which represent them.	Toe by Toe Read,Write Inc.Phonics 4 times 60mins each week(YR/KS1Resources (£900 pa) Key Stage 2 Small group teaching 3 times weekly with a teacher / teaching assistant. Lessons focus on reading,	Sept 17-July2018	RWInc co-ordinator and SENCO report to SLT half termly.	

			<p>Following EEF recommendations expectation of 3 to 4 additional month's progress per pupil as evidenced in PIRA reading tests.</p>	<p>phonics development, handwriting and writing (spelling resources £250) Pupils are taught to decode new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p>Parent information sessions for each group in how we teach reading.</p>			
<p><u>Improving writing levels for disadvantaged pupils, particularly in KS2</u></p>	<p>Disengagement, lack of parental support, underdeveloped skills in grammar, spelling and punctuation.</p>	<p>Disadvantaged pupils achieve ARE in-line with non-disadvantaged pupils in school and nationally.</p>	<p>Diminish difference identified in... EYFS/ end of KS1 and KS2.</p> <p>The active engagement of parents in supporting their children's learning</p>	<p>Writing booster classes</p> <p>CPD for all teaching staff and teaching assistants in-house plus purchase of resources to support development £300</p> <p>Whole school and Trust writing project – analyse results comparing disadvantaged to non-disadvantaged</p> <p>General approaches to encourage parents to support their children to write.</p>	<p>Autumn term 2017 onwards</p> <p>January 2018</p> <p>Class - Parental workshop-information sessions October 2017</p>	<p>English co-ordinator and SENCO report to SLT half termly.</p> <p>Termly pupil progress meetings</p>	<p>Parental evaluation/feedback sheets.</p>

			at school.				
<u>Improving Speaking and Listening skills for disadvantaged pupils</u>	Lack of role-models at home; lack of parental expertise.	Improved engagement and attainment	The expected level in CLL between disadvantaged pupils and non-disadvantaged is the same	Interventions – individual; small group; language & vocabulary development; memory and attention skills.	Sept 17-July2018	Class teacher reports to SENCO/ observations gleaned from lesson observations; learning walks and pupil discussions.	
<u>Improving attendance and punctuality for disadvantaged pupils</u>	Parental disorganisation	Improved punctuality and attendance	All disadvantaged pupils meet the school's target of 90% attendance.	Where appropriate, pupils on list for first day response; home visits by attendance officer prioritised; phone calls home from teachers and discussions at parents' evening	Sept 17-July2018	½ termly attendance reports to HT and subsequent report to Governing body (termly).	
<u>Individualised instruction</u>	Learning which is hindered by being too generalised and not responsive to an accurate analysis of pupil need.	Learners to have their different, individual needs addressed to ensure that they make good progress related to their starting points(based upon insightful AFL principles)	An effective, Individualised or personally tailored approach to instruction in terms of the tasks and activities that pupils undertake and the pace at which they make progress through the curriculum.	Different tasks for each learner and support at the individual level.	Sept 17-July2018	SENCO & HT/ SLT monitoring –lesson observations/book scrutiny reports. Case study scrutiny by HT/SLT.	
<u>Small group tuition</u>	Lack of confidence in whole class situations.	Intensive small group tuition supports lower attaining pupils or those who	Greater feedback from the teacher, more sustained engagement in smaller groups and	Application and demonstration of mastery strategies in a small group situation – developing confidence	Sept 17-July2018	Case study scrutiny by HT/SLT.	

		are falling behind, but is also used as a general strategy to ensure effective progress and to teach challenging topics or skills.	work which is more closely matched to pupils' needs. A minimum of one additional month's progress to be made.	and encouraging resilience.			
<u>Sports participation</u>	Family constraints limiting such life experiences – PP used to alleviate this issue.	Evidence from the UK shows that sports and learning participation can have a more dramatic effect on, for example, mathematics learning as assessed by standardised tests when combined with a structured numeracy programme.	Engaging in sports as a means to increase educational engagement and attainment.	Participation in extra-curricular clubs/school sports teams etc.	Sept 17-July 2018	Reports from PE/Extra-Curricular activities coordinator.	
<u>Outdoor adventure learning /residential participation</u>	Financial constraints limiting such life experiences – PP used to alleviate this issue.	Pupils engage in collaborative learning experiences with a high level of physical (and often emotional) challenge. Pupils fully	Improvements in practical problem-solving, explicit reflection and discussion of thinking (Meta-cognition and self-regulation skills).	Ingestre Hall/ Laches Wood/ Isle of Wight trip.	April 2018 May 2018 July 2018 + associated KS1 trips.	Feedback from pupils; staff and parents following respective residential.	

		participate in the school's wide programme of Curriculum Enrichment Days and School Trips					
<u>Emotional support</u>	Lack of self-belief/confidence and resilience.	Pupils who are emotionally intelligent-resilient and who have positive self-esteem and the ability to form good relationships.	Improved participation in learning and subsequent progress rates. Pupils targeted through nurture groups have improved self-confidence and resilience as learners.	Following projected building works, to create a nurture room enabling work (Including enrichment activities) with targeted pupils (£1000 initially).	Summer term 2018 Implementation of a weekly support session / nurture group.	PSHE subject leader & Personal Development governor sub-committee.	