

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Greenfield Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£54,993	<b>Date of most recent PP Review</b>	23/3/17
<b>Total number of pupils (at January Census 2016)</b>	181	<b>Number of pupils eligible for PP (includes post LAC)</b>	35 (at January Census 2016)	<b>Date for next internal review of this strategy</b>	April 17

2. Current attainment for 2016-2017			
	Pupils eligible for PP		Pupils not eligible for PP
<b>% working at the expected standard or above in Reading, Writing and Maths</b>	Year 2 (6 Pupils)	33%	79%
	Year 6 (4 Pupils)	50%	67%
<b>% working at the expected standard or above in Reading</b>	Year 2 Pupils	50%	88%
	Year 6 Pupils	75%	80%
<b>% working at the expected standard or above in Writing</b>	Year 2 Pupils	50%	79%
	Year 6 Pupils	50%	87%
<b>% working at the expected standard or above in maths</b>	Year 2 Pupils	33%	88%
	Year 6 Pupils	75%	87%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Some pupils who are eligible for PP are making less progress than non-PP pupils in their class, particularly in Year 2 and to a lesser extent in Year 6. This will be addressed with social groups and Literacy and Numeracy intervention groups.
<b>B.</b>	Spelling as a barrier to writing attainment.

<b>C.</b>	Poor social and communication skills.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance rates for some pupils eligible for PP are well below the target for all children of 96%. This reduces their school hours and causes them to fail behind on average.	
<b>E.</b>	Low percentage of PP children, therefore each child accounts for considerable percentage when comparing statistics.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher rates of progress across both key stages for all pupils eligible for PP. Class Teacher assessments. Formal assessments	Pupils eligible for PP make as much progress as all non-PP pupils. Progress measured in Year 1, 3, 4, 5 by teacher assessment and successful moderation practices. Progress measured by formal assessments in Year 2 and 6.
<b>B.</b>	To develop spelling outcomes measured against individual targets. If we develop spelling outcomes it will impact not only writing outcomes but also the scores in the spelling test. Regular in class spelling tests. Extra phonics lessons for those children struggling with spelling correctly. We have purchased reading and spelling schemes that will help with pupil's spellings.	Children will perform well in class spelling tests and national spelling test.
<b>C.</b>	Children will be confident learners with positive attitudes. They will work well together as a team and to share ideas. They will get on with their peers.	Children will talk with confidence, listen well to others and work collaboratively with other children.

5. Planned expenditure					
Financial year	2016-2017				
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?
High quality inclusive teaching for all pupils.	Targeted support from Teaching assistants and Teachers in English and Numeracy lessons to support curriculum access and improve on school attainment in reading, writing and maths. Learning resources and equipment to aid learning will be used.	PP children are making less progress than other children across the school. We want to ensure that PP pupils can achieve the expected standard by the time they leave KS2. We will use teachers and highly trained TAs to provide intervention for these pupils. Also giving pupils access to materials at their specific level will improve Literacy and Numeracy.	Regular monitoring by SLT. Staff training. Ensure termly targets for all pupils are met and data for PP children is in line with pupils who are not eligible for PP funding.	PP Teacher Class teachers	Termly
<b>Total budgeted cost</b>					£8652.91
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?
Children to become confident spellers	Toe by toe Spelling intervention group	Regular practice 1-1 with TA to ensure progress. Spelling intervention group to be delivered daily.	Regular monitoring of writing/spelling progress.	TA PP Teacher	Summer 17
Pupils are confident and can interact socially with others.	PP children will have access to a breakfast club. Some PP children will attend weekly social groups. Team building activities.	Some PP children struggle to interact appropriately with their peers.	Training for staff delivering social group. Observations Pupil interviews Breakfast club	PP Teacher	Ongoing

Pupils have confidence in their own abilities and can develop strategies to succeed.	Some PP children will have access to a weekly counselling session provided by a qualified counsellor.	Some PP children have little confidence, poor social and emotional skills and therefore struggle to interact with their peers.	Regular meetings with the school counsellor.	Counsellor	Ongoing
Pupil Premium funded pupils will make progress in Literacy and Numeracy equal to or better than non-funded pupils.	PP children will receive extra Numeracy and Literacy intervention groups by a teacher and a teaching assistant	PP children are making less progress than other children across the school. We want to ensure that PP pupils can achieve the expected standard by the time they leave KS2. We will use teachers and highly trained TAs to provide intervention for these pupils.	Regular monitoring by SLT. Training for staff delivering interventions	PP Teacher Class teachers	Ongoing
<b>Total budgeted cost</b>					£45031.79
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Educational trips to be paid for by the school for PP children.	PP funding used for trip costs.	In order to ensure accessibility for all pupils, payment for trips will be covered/supported by school for pupils identified in need of support.	Meeting with parents to address needs.	Class teachers /SLT	Termly
Increased attendance rates	Attendance closely monitored and referred to attendance officer when needed.	We can't improve attainment for children if they aren't attending school.	Monitoring of attendance data and sending out attendance letters. Contact families as soon as any attendance concerns occur.	Business Manager	Half termly
<b>Total budgeted cost</b>					£560.70
<b>Combined Total Spent 2016-2017</b>					£54245.40

6. Review of expenditure				
Previous Financial Year 2015-2016				
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
Pupils will have access to learning resources and equipment.	To improve Literacy and Numeracy by giving pupils access to materials at their specific level of need.	The majority of pupils have made the 6 step progress from Summer 2015 to Summer 2016.	New resources will continue to be purchased next year to aid in teaching and learning.	£3171
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
All PP children make the same amount of progress as their peers.	Intervention groups for Numeracy and Literacy supported by two part time teachers focused on overcoming gaps in learning.	The majority of PP children made more than the expected 6 steps progress against their own personal targets from summer 2015 to summer 2016. Teachers provided intensive support to pupils to extend or support learning thus accelerating progress.	This worked well and will continue next year, with the addition of Pupil Premium TA that will provide extra support in class and with intervention groups.	£36,693
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
To enable pupils to participate in school trips and visits, building confidence and self-esteem.	PP children to have access to extra-curricular activities. To use PP allocations to pay for day trips/residential trips.	100% of children wanting to participate in extra-curricular activities and school trips were able to do so. PP children were also invited to attend a daily breakfast club, which proved to be very popular among targeted children.	This approach will continue next year.	£287