

Pupil premium strategy statement

1. Summary information					
School	Greenfield Primary School				
Financial Year	2017/18	Total PP budget	£51,907.50	Date of most recent PP Review	23/3/17
Total number of pupils (at January Census 2017)	194	Number of pupils eligible for PP (includes post LAC)	37 (at January Census 2017)	Date for next internal review of this strategy	April 18

2. Predicted attainment for 2017-2018			
	Pupils eligible for PP		Pupils not eligible for PP
% Predicted to be working at the expected standard or above in Reading, Writing and Maths	Year 2 (5 Pupils)	40%	80%
	Year 6 (4 Pupils)	50%	94%
% Predicted to be working at the expected standard or above in Reading	Year 2 Pupils	40%	88%
	Year 6 Pupils	75%	94%
% Predicted to be working at the expected standard or above in Writing	Year 2 Pupils	40%	84%
	Year 6 Pupils	75%	94%
% Predicted to be working at the expected standard or above in maths	Year 2 Pupils	60%	84%
	Year 6 Pupils	50%	94%

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>	
A.	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.	Spelling as a barrier to writing attainment.
C.	Low confidence in children's own ability to succeed.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	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.
E.	Low percentage of PP children, therefore each child accounts for considerable percentage when comparing statistics.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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 across both Key stages 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.
C.	Children will be confident learners with positive attitudes. They will develop their own strategies to help them succeed. They will work well together as a team 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	2017-2018				
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
Total budgeted cost					£2450
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	Spelling intervention group Extra phonics lessons	Regular extra phonics 1-1 with TA to ensure progress. Spelling intervention group to be delivered daily.	Regular monitoring of writing/spelling progress.	TA PP Teacher	Summer 18
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
Total budgeted cost					£45,238
iii. Other approaches					
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?
Educational trips to be paid for by the school for PP children. PP children to Participate in extracurricular activities.	PP funding used for trip costs and for extracurricular activities such as skiing and horse riding,	In order to ensure accessibility for all pupils, payment for trips will be covered/supported by school for pupils identified in need of support. Some PP children will have the opportunity to take part in extracurricular activities that build confidence and social skills. These activities will provide transferable skills where children will gain confidence in their own ability to succeed through practice	Meeting with parents to address needs. Meeting with outside agencies that will provide extracurricular activities.	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
Total budgeted cost					£4,250
Combined Total Spent 2017-2018					£51,938

6. Review of expenditure**Previous Financial Year 2016-2017****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
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.	The majority of pupils are on task to make the 6 step progress from Summer 2016 to Summer 2017.	New resources will continue to be purchased next year to aid in teaching and learning.	£8,652.91

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
Children to become confident spellers	Toe by toe Spelling intervention group	Children's spelling scores continue to increase since the start of the interventions.	The spelling intervention group has been working well and will continue next year. Additional 1-1 phonics sessions (Read Write Inc) will be added next year instead of following the Toe by toe scheme of work as we felt this would help prepare children for the Phonics Screening test.	
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.	Children have more confidence when trying out new tasks and are able to better interact socially with their peers.	Breakfast club will continue next year. Social groups have worked well with more children getting on better together and having more confidence. These will continue next year.	£57.72

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.	Counselling sessions are having a positive impact on children's work and behaviour, with the majority of children being discharged after six weeks.	Counselling will continue next year.	£2740
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	The children have benefited from small focused group work. The majority of PP pupils are on task to make the 6 step or more progress from Summer 2016 to Summer 2017.	Two part time teachers and a full time TA will continue to support PP pupils next year.	£42,234.07

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
Educational trips to be paid for by the school for PP children.	PP funding used for trip costs.	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. With more extracurricular activities planned such as skiing and horse riding. These activities will provide transferable skills where children will gain confidence in their own ability to succeed through practice.	£560.70
Increased attendance rates	Attendance closely monitored and referred to attendance officer when needed.	Whole school attendance remains outstanding.	Close monitoring of attendance will continue next year as some PP pupils still have lower attendance rates than other children.	