



## Pupil Premium Review Form 2 – Annex 2 Pupil Premium Strategy Statement

National Teaching School  
designated by



National College for  
Teaching & Leadership

### Greystoke Primary School's Pupil Premium Profile 2017/2018

Head teacher:	<b>Mary Thornton</b>
PPR:	
Date:	<b>2017/18</b>

1. Summary information					
School	Greystoke Primary School				
Academic Year	2017/2018	Total PP budget	£55,860	Date of most recent PP Review	
Total number of pupils	384 (including 48 nursery)	Number of pupils eligible for PP	48	Date for next PP Strategy Review	

2. Current attainment			
		<i>Pupils eligible for PP (your school) 9 children</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving at or above ARE in reading, writing & maths (or equivalent)		<b>67%</b>	82%
% making expected progress in reading (or equivalent)		<b>79%</b>	89%
% making expected progress in writing (or equivalent)		<b>79%</b>	89%
% making expected progress in maths (or equivalent)		<b>89%</b>	93%
3. Barriers to future attainment (for pupils eligible for PP)			
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )			
<b>A.</b>	SEND and PP – 22% of the PP group are SEND		
<b>B.</b>	Parental engagement to support learning		
<b>C.</b>			
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )			
<b>D.</b>			

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Attainment and progress of reading in line with peers	Attainment of PP pupils is in line with Non-PP and above National Progress measures of PP children are positive
B.	To improve maths reasoning to support progress and attainment	All pupils to achieve ARE at the end of yr6 Pupils progress indicator is positive Pupils to increase reasoning scores against previous tests
C.	To use growth mindset and characteristics of learning to improve learning outcomes	Improved resilience of learning Working at greater independent challenge
D.	Reduce class sizes to support teaching and learning for all	Reduced class sizes Greater opportunities for teachers to support teaching and learning for all

### 5. Planned expenditure

Academic 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					
<b>i. Quality of teaching for all</b>					
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?

Reading	Reciprocal Reading	A developed approach which focuses on develop vocabulary, predicting and summarising	Staff CPD delivered at a cluster level and introduced into schools  Development of guided reading approach to provide focused teaching on aspects that are a particular focus of pupils	SLT/ English Lead	Half termly to ensure the approach is consistent across the school (£300)
Maths reasoning	Learning collaborative and implementation of reasoning grids	Singapore approach to maths (world leaders) Development of reasoning for all through reasoning grids which builds on maths skills taught	Use of NCETM, white rose and maths hubs to support reasoning  Monitor data, book scrutiny and regular testing to support progress	Maths Lead/SLT	Half termly to ensure the approach is consistent across the school (£300)
Class teacher for year 5	Reducing class size	Reducing class size to support and aid teaching and learning through greater contact time with teachers		HT	£28,000
<b>Total budgeted cost</b>					£28,600
<b>ii. Targeted support</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>
Narrow the gap in reading, maths and writing	1-1/group teaching	Identify gaps in pupils learning and teacher to ensure they are working at ARE	Action plans set up for pupils in each year group which targets areas that are weak Monitoring to ensure that pupils meet learning outcomes	Assistant Head teacher	Feedback given on a weekly basis Evaluation of action plans half termly and new targets identified

Reading intervention groups	Reciprocal reading and reading fluency groups	Support pupils who are significantly behind below ARE	Pupils identified based assessment data and testing Scores are reported termly to SLT for review	SLT	Half termly
Attainment in maths	Number bonds @ KS1 Multiplication facts and arithmetic @ KS1	Pupils who need support in lessons are given the skills before the learning takes place to support teaching and learning	Set up interventions for each year group to target pupils	Year group lead	Half termly
<b>Total budgeted cost</b>					£12000

### 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?
N/A	School uniform	Directive by Leicestershire County Council	Pupils are entitled to school uniform to support inclusion	Office	Yearly (£500)
N/A	Funding for school trips	To ensure that PP children get the same entitlement as other pupils in the school	Provide parents with information to ensure they understand this entitlement	Office/Head teacher	Termly (£1780)
N/A	Emotional Literacy support (ELSA)	To support pupils with emotional and social needs	Pupils identified ELSA to provide a programme of support Reviewed regularly	Head teacher	Half termly (£11550)

N/A	Parent support	To support PP parents who have issues regarding their children's learning needs Drive rapid attendance improvement in children whose attendance is low	Monitoring of attendance and regularly feedback to HT  Providing and ensuring that all pupils receive their entitlement of PP funding (to be used within school)	Head Teacher	Regular meetings within a half term (Term £875)
<b>Total budgeted cost</b>					<b>£14,705</b>
					<b>Total cost overall £55,305</b>

## 6. Review of expenditure

<b>Previous Academic Year</b>		<b>2016/2017</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Meta-cognition	Looking for learning	Systematic approaches in place across the whole school Pupils are able to identify what they have done well and what they could improve Children on the whole are more aware of their strengths and weaknesses and use these to support their learning	Need to develop characteristics of learning to have greater skills to challenge and develop resilience to learning  Remove the barriers about being open and honest without being critical of yourself	£500

Attainment in maths	Maths no problem	<p>Improved attainment scores on previous year and the standardised score increased from the previous year</p> <p>67% ARE compared to 60% on the previous year PP</p> <p>Pupils are above KS2 national results (75%) Standardised score has improved from previous years and only 2 points below their peers (105 compared to 107)</p>	Develop reasoning to support greater progress	£1000
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## 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
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	1-1/group support	<p>Pupils on average meet the targets set on their action plans in maths and English as a result of interventions carried out</p> <p>Support resulted in a greater number of children meeting their end of year target and KS2 children achieving a higher Standardised score at the end of Yr 6 (105 in both reading and maths)</p> <p>Pupils above national standards in individual subjects</p>	Develop ways to ensure that children achieve all standards	£27840
	Catch up maths	<p>Increase in pupils fluency and development of arithmetic skills</p> <p>Improved standardised scores in maths and greater number of children achieving ARE from previous years and above national</p>	Focus on develop reasoning to support this	£4000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
	Financial support	<p>Support offered for school trips and outdoor education opportunities</p> <p>The uptake on this has been good and has ensured that all pupil premium children have been on all school trips and residential trips this year</p>	<p>Continue to advertise this as a way of ensuring that pupil premium families are identified</p> <p>Use financial assistance to provide opportunities in reading (magazine)</p>	£1500

	Breakfast club	Breakfast club provides pupils with a good start to the day. They get appropriate food and promotes speaking and listening skills well Each week there are different activities designed to promote team work and resilience  Need to develop further ways to develop		£3000
	ELSA	Pupils have an opportunity to discuss issues in a safe and calm place with a trained professional Pupils, who have accessed support, have developed skills to deal with anxiety and barriers to learning  Reduced barriers and pupils less anxious in lessons	Develop workshops to deal with similar issues	£4500

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

The pupil premium percentage across the school is 11%

Within year groups the percentage can be considerably less which can make it difficult to identify specific trends. As a result, outcomes are based on a personal level.

<https://www.compare-school-performance.service.gov.uk/school/141903>