



Pupil Premium Review Form 2 – Annex 2

Self-evaluation template – Pupil Premium Strategy Statement

Greystoke Primary School's Pupil Premium Profile 2017/2018. 2018-19

Head teacher:	Mary Thornton				
PPR:	4th October 2018				
Date:					
1. Summary information					
School	Greystoke Primary School				
Academic Year	2018/2019	Total PP budget	£51,660	Date of most recent PP Review	N/A
Total number of pupils	378 (including 26 nursery)	Number of pupils eligible for PP	38	Date for next PP Strategy Review	4 th October 2018

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>National Average 2018 (unvalidated)</i>
% assessed at expected or above in (across 12GLD ELGs)	100% (1 pupil)	71.5%
% making expected progress in Phonics Screen	100% (6 pupils)	82.5%
% achieving at or above ARE in reading, writing & maths (or equivalent) in KS1	72.2% (7 pupils)	65.3%
% making expected progress in reading (or equivalent) in KS1	85.7% (7 pupils)	75.4%
% making expected progress in writing (or equivalent) in KS1	57.1% (7 pupils)	69.9%

% making expected progress in maths (or equivalent) in KS1	71.4% (7 pupils)	76.1%
% achieving at or above ARE in reading, writing & maths (or equivalent) in KS2	60% (5 pupils)	64.4%
% making expected progress in reading (or equivalent) in KS2	80% (5 pupils)	75.3%
% making expected progress in writing (or equivalent) in KS2	80% (5 pupils)	78.3%
% making expected progress in maths (or equivalent) in KS2	100% (5 pupils)	75.6%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Quality first teaching - As a result of inconsistent attendance over time, pupils have gaps in learning/engaging lessons that inspire and promote good learning
B.	Spelling in all year groups resulting in pupils not achieving ARE in writing over time
C.	Social, emotional and wellbeing needs – an increasing group have emotional and behaviour needs

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

D.	Supporting vulnerable families including parental engagement, learning support and Attendance of PP as this is inconsistent across year groups
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4. Outcomes *(Desired outcomes and how they will be measured)*

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	To raise attainment and progress through quality first teaching that inspires and engages learning including identifying and reducing gaps in learning	Attainment of PP is in line with Non PP and at or above national Progress measures of PP children are positive Improved attainment in year 4 and 5 following current cohorts

B.	To improve spelling to support progress and attainment of writing	Improved spelling scores compared to previous years data (rising stars tests and SAT scores) Closed gap of pupils achieving ARE in year 3 and 4 17 % increase of PP at KS1 to be at ARE in writing
C.	To support pupils with social, emotional and wellbeing needs to reduce barriers in learning resulting in better attainment from previous year.	Pupils developed clear strategies to support barriers in learning Questionnaires show increase in pupils who enjoy learning Develop resilience in pupils to face challenges
D.	Supporting vulnerable families including parental engagement, learning support and Attendance of PP as this is inconsistent across year groups	75% PP homework being completed Gap closed between PP and Non PP attendance 50% of PP parents attending learning support workshops

5. Planned expenditure

Academic year

2018/2019

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?
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To raise attainment and progress through quality first teaching that inspires and engages learning including identifying and reducing gaps in learning	Teaching and Learning Strategy – No Limits learning	A developed approach which focuses on removing barriers that limits learning as well as engages pupils to work towards overall learning outcomes	Teaching training on hooks into learning and development of pupils making challenging choices on where they start their learning Director of Primary Learning within the trust to support the school on the implementation of this	AH/MT	Reviewed regularly using coaching model Director of primary education to visit once a half term
To improve spelling to support progress and attainment of writing	Shakespeare Spelling/spelling shed	Whole school approach to spelling which focuses on year group spelling outcomes. Introducing of Spelling Shed APP and scheme of work to support teaching and learning of spelling as well as interventions and spelling support at home	Baselines of spelling completed and used to identify progress and attainment Targeted support on spelling through teacher interventions and support group work Regular monitoring of writing assessment and target setting to support writing and spelling	AH/English lead	Reviewed half termly through learning walks and book scrutiny Pupil progress meetings and intervention evaluation £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	£31.660
Total budgeted cost					£31960
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?

To raise attainment and progress through quality first teaching that inspires and engages learning including identifying and reducing gaps in learning	1-1/group teaching	Identify gaps in pupils learning and teacher to ensure that they are working at ARE	Action plans set up based on gap analysis from previous summer rising star tests Monitoring and reviewing to ensuring that work is appropriate and meets learning outcomes	AH	Feedback given on a weekly bases Evaluation of action plans half termly and new targets identified £7600
To support pupils with social, emotional and wellbeing needs to reduce barriers in learning resulting in better attainment from previous year.	ELSA support	33% of PP currently getting ELSA support to reduce barriers that hinder learning	Complete questionnaires to understand clearly the barriers to learning Provide 1-1 or small groups to tackle specific barriers Route to resilience training for children aimed at dealing with challenges in school and wider life Support EP referrals as 16% of PP are SEN	MT	Complete and review questionnaires and review at the end of year Half termly meeting to discuss barriers and approach to be used
Supporting vulnerable families including parental engagement, learning support and Attendance of PP as this is inconsistent across year groups	Support workshops and parent engagement opportunities	PP pupils do not engage well with the school. We want to find a way to support parents so that they can support pupils at home	Homework support Parent workshops focusing of how their child learns in school so that parents can support at home Use of Marvellous me to share learning so that parents are aware of what learning is going on Resources to support learning at home	AH	Review termly £800

Supporting vulnerable families including parental engagement, learning support and Attendance of PP as this is inconsistent across year groups	Attendance	Attendance of PP is below their peers with some year groups further behind	Monitor attendance every half term and identify potential problems sooner. Work with parents and ensure that the attendance policy is adhered to	KR	Reviewed every half term £150
Total budgeted cost					£8550
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 £1500
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 £9150
Total budgeted cost					£11150
					Total cost overall £51660

6. Review of expenditure				
Previous Academic Year		2017/2018		
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
Reading	Reciprocal Reading	<p>Staff training provided externally at cluster group level. Monitored by SLT and English lead throughout the year.</p> <p>25.2% increase in pupil premium pupils making expected standard on previous year at KS1 (85.7% compared to 62.5%)</p> <p>Average scaled score at KS2 PP was 107.6 which is just below their peers at 108 and 2.6 points higher than PP the previous year at 105</p>	<p>This approach will continue on a whole school basis with focused group support for PP children. Reciprocal reading grouping structures have been amended to ensure that all pupils are actively engaged in learning.</p>	£300

Maths reasoning	Learning collaborative and implementation of reasoning grids	<p>Learning collaborative researched and developed reasoning grids based on mastery approach in maths.</p> <p>Shared with staff and implemented in maths lessons resulting in an increased focus on reasoning and fluency.</p> <p>9% increase in pupils achieving ARE in maths compared to previous year and maintaining attainment above national expectations (3 year trend)</p> <p>At KS1 the gap is closing compared to peers. (10% gap in 2018 compared to 26% gap in 2017)</p> <p>At KS2 100% of pupils achieved ARE in maths which is above national expectations. Average scaled score improved in PP by 1.2 points from</p>	Continue to use across the whole school alongside the school teaching and learning policy. Provide pupils with greater opportunities to access this for all abilities	£300
Class teacher for year 5	Reducing class size	<p>By adding a new class into year 5, we were able to split mixed year groups into two year 5 classes and two year 6 classes. This ensured that pupils were taught at an appropriate level at all year groups.</p> <p>Provided greater focus on learning in each year group and made learning more appropriate and focused</p>	<p>Access building funds create a new classroom to split year 5 also.</p> <p>This will be kept in the PP budget for this year also</p>	£3740

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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Narrow the gap in reading, maths and writing	1-1/group support with a qualified teacher	<p>Pupils worked with 1-1 and group support to target gaps in learning. This had good impact at year 1, 2, 5 and 6 as the supporting adult worked well with class teachers to identify and support teaching and learning needs.</p> <p>Support resulted in a greater number of children meeting ARE expectations at KS2 and KS1</p> <p>PP groups (except yr 3/4) met or exceeded agreed targets set by academy Trust (note – 60% of pupils are SEN)</p>	Need to develop more effective ways to track pupils who are not nationally tested (Yr 3/4) to ensure that they can meet agreed targets	£12548
Reading intervention groups	Reciprocal reading and reading fluency groups	<p>Pupils identified and support put in place for year 6 pupils who were below ARE in reading.</p> <p>80% of pupils met ARE targets and improved scaled score of 107.6</p>	Target earlier in KS2 to ensure that gaps are reduced by the time they get to yr 6	
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
	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> <p>Need to evaluate the take up per year to ensure that it is cost effective</p>	£1812

	Parent support	<p>Worked with families where pupils had low attendance. Sent letters out and discussed with parents on how we could improve attendance</p> <p>On average, pupil premium attendance improved throughout the year in years 1, 2, 5 and 6 with a slight dip in year 3/4.</p> <p>Attendance for all PP was 95.5% over the year which narrowed as the year progressed. (whole school (96.75%))</p>	Identify pupils who's attendance is below standard quicker and work with and support parents to improve attendance	3760
	ELSA	<p>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</p> <p>Reduced barriers and pupils less anxious in lessons</p>	<p>Develop workshops to deal with similar issues as there is an increasing amount of pupils with barriers to learning</p> <p>Work with EP to support specific SEN and resilience training</p>	£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 10%

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>