

# Pupil Premium Review for 2019-20

1. Summary information					
School	Greystoke Primary School				
Academic Year	19/20	Total PP budget	£48000	Date of most recent external PP Review	Oct 2018
Total number of pupils	350	Number of pupils eligible for PP	41	Date for next internal review of this strategy	Apr 2020

2. Current attainment and progress		
	<i>Pupils eligible for PP</i>	<i>National Average for non- disadvantaged pupils</i>
% achieving expected standard in reading, writing and maths combined	N/A due to COVID	
% attaining scaled score of 100 in reading (external test)	N/A due to COVID	
% attaining Age Related Expectation (ARE) in writing (teacher assessed)	N/A due to COVID	
% attaining scaled score of 100 in maths (external test)	N/A due to COVID	
% achieving at the higher level in reading, writing and maths combined	N/A due to COVID	
Progress Score in reading	N/A due to COVID	
Progress score in writing	N/A due to COVID	
Progress score in mathematics	N/A due to COVID	

3. Barriers to future attainment (for pupils eligible for PP, including high ability). These have been identified using EEF toolkit, staff, pupil and parent consultation and internal databases.	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	PP children show lower attainment and progress in reading in years 1, 3, 4 and 5. Raise attainment and progress of reading across the whole school particularly boys.
<b>B.</b>	The gap between PP and Non-PP is widening in writing with a particular concern in boys writing. Attainment of PP writing was lower than the previous year (75% compared to 80%).
<b>C.</b>	PP in key stage 2 are not fluent in their multiplication facts.
<b>D.</b>	High percentage PP children are in need of support to ensure good mental health and wellbeing. At school this can manifest itself as anxiety, withdrawn or poor learning behaviours in class.

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E.	Tracking of pupil premium assessment and attendance.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
F.	Supporting PP families including parental engagement with the school, learning support and Attendance of PP as this is inconsistent across year groups	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> <li>• Increased number of PP pupils achieving ARE in reading.</li> <li>• Yr. 6 PP to be in line with national expectations</li> </ul>	Increased number of pupils attaining ARE in reading by the end of year in year 1/3/4/5 80% of Yr. 6 (each child – 20%) PP children to achieve ARE in KS2 SATs Assessment of reading is tracked to improve progress in all year groups
B.	<ul style="list-style-type: none"> <li>• To increase the attainment of PP children achieving ARE in writing</li> <li>• Increase attainment of boys writing from previous year</li> <li>• To identify and target specific GDS writing pupils</li> </ul>	Increased attainment of PP pupils who achieve ARE across the whole school The gap between boys writing and girls writing to decrease from previous year in each year group and in line with national data Increased % of PP children writing at GDS to previous year
C.	<ul style="list-style-type: none"> <li>• Increased fluency in multiplication facts across Yr. 2-6</li> </ul>	75% of PP children to fluently know age appropriate multiplication facts 75% of Yr. 4 PP to pass multiplication test Track assessment of Multiplication facts through TT Rockstars to monitor progress
D.	<ul style="list-style-type: none"> <li>• To improve the mental health and well-being of Pupil premium pupils</li> </ul>	Pupils show improved mental health and well-being as seen by feedback from professionals, parents, teachers and pupils through questionnaires
E.	<ul style="list-style-type: none"> <li>• To improve the tracking of PP children’s assessment and attendance</li> </ul>	Assessment of PP children is clearly tracked Interventions are targeted based on Pupil need PP lead to attend Network meetings to receive up to date training and research of PP Assessment of PP supports progress

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F.	<ul style="list-style-type: none"> <li>Supporting PP families including parental engagement with the school, learning support and Attendance of PP as this is inconsistent across year groups</li> </ul>	<p>100% of parents to attend parents' evenings</p> <p>PP leader to meet with all PP parents to provide support and guidance on pupil needs so that all stakeholders are kept informed on how progress is being made</p>
<b>5. Review of expenditure</b>		
Previous Academic Year 2018-19	£48,000	

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
<p><b>To raise attainment and progress of PP children through quality first teaching that inspires and engages learning particularly RQT and teachers new to the school</b></p>	<ul style="list-style-type: none"> <li>10-minute observations providing targeted coaching for teachers provided by SLT members.</li> <li>Use of GROW coaching model to provide targeted coaching on key areas of development</li> <li>Use expertise within Discovery Schools Trust to support excellent teaching and learning</li> <li>Staff meetings to focus on improving staff teaching and learning through ongoing use of the T&amp;L strategy and evidence-based research</li> </ul>	<p>Two teachers put onto Trust RQT programme support plans given to target specific areas of development.</p> <p>Each RQT teacher given an SLT mentor with a focus on improving classroom environment, classroom management and use of cognitive science in lessons.</p> <p>Termly monitoring cycle set up and completed with specific targets given which focuses on key T&amp;L drivers.</p> <p>Training provided around written feedback and effective use of afl to provide targeted intervention in lessons. (This was halted due to COVID lockdown)</p> <p>Regular CPD sessions relating to research using EEF data and Impact magazine articles regarding</p> <p>75% of teaching judged to be good or outstanding. School SOAP shows improvement in teaching throughout the year (See School SOAP)</p>	<p>One NQT joining school for next academic year. Provide mentor and NQT trust CPD</p> <p>Continue with written and whole class feedback model and continue to embed this</p> <p>Adopt and develop the Walk thrus strategies in order to improve the quality of teaching and learning</p> <p>Train staff in instructional coaching in order to develop feedback and drive up standards</p> <p>continue with school monitoring cycle which is specifically focused on school areas for improvement (RAP)</p>	£6,726

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<p><b>Increased number of PP pupils achieving ARE in reading.</b></p>	<ul style="list-style-type: none"> <li>• Staff CPD on Systematic synthetic phonics to support reading fluency at KS1, yr. 3/4 and to support lower attaining (typically PP) children in year 5/6</li> <li>• Resources following training to develop whole school practice</li> <li>• Evaluation of school guided reading system and implementation of evidence-based research to support the teaching of reading comprehension (Leicestershire TSA SIFF project)</li> <li>• Purchasing of new phonics first reading books for EYFS</li> <li>• Increasing the use of parent engagement in reading through a range of workshops and initiatives</li> </ul>	<p>Staff CPD on systematic synthetic phonics delivered on 6<sup>th</sup> January and new scheme. This has been adopted by nursery, reception, year 1 and year 2.</p> <p>All staff attended PM benchmarking (reading assessment CPD). And all PM resources have been purchased. All pupils have been PM assessed and books have been given</p> <p>4 year 2 pupils accessing further phonic support to develop reading skills</p> <p>Assessments are more accurate which means that learning is tailored towards the specific needs of the pupils and the books that they are accessing in KS2 are specific to their level</p>	<p>Due to COVID lockdown, phonics training will prove invaluable next year. No year 1 screen has been completed and pupils will continue to receive daily phonics teaching in year 2 alongside year 1 pupils.</p> <p>PM benchmarking has ensured that teacher assessment of reading is more accurate. Previously, pupils who had got to white level were classed as being off the reading system and free to choose their own books. The purchase of PM books and the assessments ensures that pupils are given books appropriate to their reading level throughout the whole school. This ensures that reading progress can be tracked better and pupils are reading books at their ability.</p> <p>Over the next academic year, attainment of reading should increase as reading assessments are more accurate and reading can be better planned for as a result.</p> <p>A guided reading evaluation did not happen because of COVID lockdown. This will continue to be a priority next year</p>	<p><b>£4000</b></p>
<p><b>To increase the attainment of PP children achieving ARE in writing</b></p>	<ul style="list-style-type: none"> <li>• Novel study CPD with a focus on boys writing by addressing basic skills for all.</li> <li>• Purchase of new texts that will specifically target boys' interests and engagement across the school</li> <li>• Targeted writing intervention in years 3/4 &amp; 5/6 during autumn term 1 day a week</li> </ul>	<p>Novel study training was provided for each year group in December to plan for the spring term units of writing.</p> <p>CPD focused on identifying the writing outcome and plotting the specific learning that will take place to ensure that the writing outcome can be met</p> <p>English lead consulted with staff and identified and purchased new books for year groups which provided a hook for boys</p>	<p>Moderation of writing carried out in January but due to COVID lockdown, the follow up moderation was not completed so data is not available</p> <p>Data available indicates that the gap between boys and girls is still a whole school priority (NOTE – Whole year data not available due to COVID lockdown)</p>	<p><b>£8000</b></p>

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			<p>This remains a key priority for next year. Novel study training has been put in place and sequences of lessons are now more focused towards specific writing outcomes.</p> <p>The school will be adopting further writing support to ensure that improvements can be met in this area including Jane Considine - The write stuff writing approach</p>																													
<p><b>Increased fluency in multiplication facts across Yr. 2-6</b></p>	<ul style="list-style-type: none"> <li>Staff CPD on teaching multiplications as a whole school development</li> <li>Maths Lead to work with Trust to support improvements in teaching multiplication</li> <li>SLE attended school ½ day bi-weekly to support the teaching/ planning and delivery of high quality multiplication tables up to lockdown</li> <li>Teacher release time to work with SLE and receive training on planning, delivery and assessment of multiplication facts</li> <li>Whole school to be part of TT Rockstars and push practice at home</li> </ul>	<p>Staff CPD provided in autumn term on multiplication and how it should be taught. Year 3 and 4 have had trust support bi-weekly to support improvements in multiplication up to lockdown</p> <p>Whole school focus on use of TTRockstars to improve multiplication facts and introduced to parents as well. Year group competitions and DSAT TTRockstars battle in June 2020. This increased activity and pupil's engagement during lockdown</p> <p>4% passed in 2019 and 69% were on track to pass before COVID lockdown</p> <p>Data shows that last 30 days on TT Rockstars 31<sup>st</sup> May – 29<sup>th</sup> June</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Avg Speed (s/q)</th> <th>% Accuracy</th> <th>% Active players</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>2.70</td> <td>91.93</td> <td>45.45</td> </tr> <tr> <td>Year 5</td> <td>3.03</td> <td>93.61</td> <td>74.07</td> </tr> <tr> <td>Year 2</td> <td>3.44</td> <td>92.05</td> <td>79.55</td> </tr> <tr> <td>Year 4</td> <td>2.82</td> <td>91.94</td> <td>78.57</td> </tr> <tr> <td>Year 3</td> <td>2.56</td> <td>90.39</td> <td>81.13</td> </tr> <tr> <td>Year 1</td> <td>6.36</td> <td>88.83</td> <td>41.54</td> </tr> </tbody> </table>	Year Group	Avg Speed (s/q)	% Accuracy	% Active players	Year 6	2.70	91.93	45.45	Year 5	3.03	93.61	74.07	Year 2	3.44	92.05	79.55	Year 4	2.82	91.94	78.57	Year 3	2.56	90.39	81.13	Year 1	6.36	88.83	41.54	<p>Whole school push on TTRockstars at the beginning of each year</p> <p>Whole school competitions as part of house competitions</p> <p>Use TTRockstars stats Bolt on to identify pupils who are not engaging at home and target in school focusing on years 2, 3, 4, 5</p>	<p>£4000</p>
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<p><b>Targeted support</b></p>																																

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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
Increased number of PP pupils achieving ARE in reading.	<ul style="list-style-type: none"> <li>Scholastic Pro to target reading fluency and comprehension</li> <li>A reading assessment to be completed using the diagnostic tool to identify gaps and areas for development</li> <li>Sessions to be completed weekly</li> </ul>	<p>Scholastic Pro purchased but due to COVID lockdown was unable to attain external training and implement system into school</p> <p>PM benchmarking training completed in January and assessments completed</p> <p>Increase in reading sessions for PP and SEND pupils</p> <p>Guided reading restructured to support the use of PM benchmarking</p> <p>Due to COVID lockdown, the summer term has not been completed therefore there is no comparable data available</p>	<p>This will be a priority next year. Scholastic pro will be used for KS2 pupils with a specific allocation each week for PP children</p> <p>reading assessments will be completed every 6-8 weeks and reading intervention put into place for those who are not making expected progress</p>	<p>Scholastic pro 50 childrens licences – £225</p> <p>Lexilled books to match - £1601.00</p>
To identify and reduce gaps in learning for key stage 2 pupils	<ul style="list-style-type: none"> <li>Century AI to complete diagnostic on learning in maths, reading and grammar</li> <li>Complete weekly sessions which allow pupils to complete learning that is specific to their needs</li> </ul>	<p>All KS2 pupils provided with century training. Years 5 and 6 have weekly century AI sessions and homework has been set up using this.</p> <p>Year 3/4 pupils were introduced to this in March as part of a phased introduction and have been using this to support learning during COVID lockdown</p>	<p>In order for this to be more successful, a more structured allocation of devices will be created to ensure that more pupils can access this platform. This will be built into the teaching offer.</p> <p>The development of hardware is a focus of the Edtech programme but in order to develop this further, more devices will need to be purchased</p>	£1300
Increased fluency in multiplication facts across Yr 2-6	<ul style="list-style-type: none"> <li>Multiplication intervention in each year group from yr 2 to 6 using TT Rockstars to implement</li> </ul>	<p>Maths SLE has been working with maths lead to develop times table knowledge across the school with a specific focus on years 3 and 4</p> <p>Whole school data</p>	Issues with devices have meant that not all year groups have been able to access ttrackstars as part of a club in school.	£2000

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	<ul style="list-style-type: none"> <li>5 days of cover to work with DSAT maths lead to support implementation and monitoring</li> <li>TT Rockstars clubs weekly – focus on PP children first as well as other pupils</li> </ul>	<table border="1"> <thead> <tr> <th>Year Group</th> <th>Avg Speed (s/q)</th> <th>% Accuracy</th> <th>% Active players</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>2.70</td> <td>91.93</td> <td>45.45</td> </tr> <tr> <td>Year 5</td> <td>3.03</td> <td>93.61</td> <td>74.07</td> </tr> <tr> <td>Year 2</td> <td>3.44</td> <td>92.05</td> <td>79.55</td> </tr> <tr> <td>Year 4</td> <td>2.82</td> <td>91.94</td> <td>78.57</td> </tr> <tr> <td>Year 3</td> <td>2.56</td> <td>90.39</td> <td>81.13</td> </tr> <tr> <td>Year 1</td> <td>6.36</td> <td>88.83</td> <td>41.54</td> </tr> </tbody> </table> <p>During COVID lockdown, many PP pupils have not had access to a device to support TTrackstars 62% have remained active during COVID lockdown</p>	Year Group	Avg Speed (s/q)	% Accuracy	% Active players	Year 6	2.70	91.93	45.45	Year 5	3.03	93.61	74.07	Year 2	3.44	92.05	79.55	Year 4	2.82	91.94	78.57	Year 3	2.56	90.39	81.13	Year 1	6.36	88.83	41.54	<p>The focus has been put on years 3 and 4 with other year groups encouraging home use and multiplication lessons weekly.</p> <p>69% of year 4 were on track for meeting the times table check before COVID lockdown.</p> <p>42% of PP were on track before COVID lockdown</p> <p>This will remain a priority next year.</p>	
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<p>To increase the attainment of PP children achieving ARE in writing</p> <p>To identify and target specific GDS writing pupils</p>	<ul style="list-style-type: none"> <li>TA release time to allow targeted pupils to get focused support on improving writing to GDS</li> <li>Teachers to complete the conferences focused on specific skills in writing – release time ½ day per year per week each week except start of year, assessment weeks &amp; final term week – (28 weeks)</li> </ul>	<p>This has not been possible due to COVID lockdown</p> <p>Teachers have identified areas of development as part of pupil progress reviews and put interventions in place. These have not been reviewed because of COVID lockdown</p>	<p>New staffing arrangements have been built in to allow for class teachers to cover interventions.</p> <p>This will be a priority next year.</p>	<p><b>£4,000</b></p>																												
<b>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>																												
To increase the attainment of PP	TA costs to cover teacher release time to complete writing conferences	This was not possible due to COVID lockdown  Specific action for spring term 2	This will be a priority next year	<b>No cost this year</b>																												

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children achieving ARE in writing  Increase attainment of boys writing from previous year				
Increased number of PP pupils achieving ARE in reading.	Author visits that promote a love of reading	We had one author visit in the spring term  The focus was to increase engagement of writing poetry.		£150
To improve the mental health and well-being of Pupil premium pupils	ELSA support provided to Pupil Premium pupils. This is to be tracked termly	ELSA support has been put in place for 50% of PP children for a wide range of reasons. Some pupils have required daily support while others have had weekly support. This has been tracked to ensure that we can meet need. During COVID lockdown. ELSA & family support worker have made weekly calls to all PP children to complete a wellbeing check and provide support to parents also. 100% of PP have engaged in this process in a variety of ways		£8,000
Supporting PP families including parental engagement with the school, learning support and Attendance of PP as this is inconsistent across year groups	Family Support Worker employed to support families at times of need.	Attendance has been tracked closely this year. Meetings are held with attendance lead 1/2 termly to identify pupils who are causing concern. This is then tracked. Letters have been issued. We have then followed this up with parents via meetings	Continue to track attendance and work with attendance lead to identify persistence absence quicker so that we can engage with families and support them where needed	£8,000
To improve the mental health and well-being of Pupil premium pupils	Funding for school trips	Two residentials and many school trips cancelled due to COVID lockdown	Ensure pupils are identified early to ensure payment plans are in place. Check costs of trips across school and give parents early notice to ensure children sign up for trips.	<b>No cost</b>