



Pupil Premium Review Form 2

Self-evaluation template

Greenways Primary Academy Pupil Premium Profile 2018 – 19

Executive Headteacher:	C Dean
Head of School:	J Garside
Assistant Head & SEND:	H Gregory – Assistant Headteacher R.Morley/M.Fox-Crowther- SEND Co-ordinator
Date:	2018-19

The table below can be used to summarise the identified areas of focus, barriers to learning, chosen strategies and success criteria needed to improve outcomes for the school's disadvantaged pupils. Use Annex 6a in the TSC guide to support this.

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
<i>e.g. Improving reading levels for disadvantaged pupils</i>	<i>Disengagement, inability to relate to texts</i>	<i>Improved engagement and attainment</i>	<i>Gap in expected level in reading, between disadvantaged pupils and others reduced by 6-9 percentage points</i>	<i>Reading comprehension and peer tutoring</i>	<i>As a result of additional support, expected reading levels have risen for all pupils, but at a faster rate for disadvantaged pupils. The gap between disadvantaged pupils and others has reduced by 7 percentage points</i>
See strategy statement					

Factors to consider			1	2	3	4	Evidence Next Steps
1	<p>Knowing the vulnerabilities of all pupils</p> <ul style="list-style-type: none"> • free school meals (FSM), • Looked After Children (LAC), • children whose parents are serving in the armed forces • Previously Looked After Children (Pre LAC) 	<ul style="list-style-type: none"> • Identify leadership and management responsibilities • Develop a shared understanding of what counts as vulnerable and how identified • Identify potential barriers to learning for pupils eligible for FSM, LAC, children whose parents are serving in the armed forces and Pre LAC • Identify and analyse patterns of vulnerability 					<ul style="list-style-type: none"> • Named person responsible for Pupil Premium provision under new Leadership structure – J Garside. Appointed Link Governor- Paul Copestick • PP Policy has been reviewed and amended. How vulnerable pupils are identified and how funding is allocated is included. • Staff have a clear understanding of what counts as vulnerable and have an overview of vulnerable pupils in their class inclusion file – it clearly shows why the pupils have been identified as vulnerable. • Pupil Premium provision map includes the pupils who are eligible for FSM, LAC. Pre LAC and whose parents are serving in the armed forces. The areas of need for these pupils are highlighted and the provision to meet these needs. • SENCo – identifies patterns and links regarding vulnerability and identification of SEN. For PP and SEN see tracking document.
2.	Assessment and tracking	<ul style="list-style-type: none"> • Assess and track the progress of pupils in these groups and overlay with attendance data – are there any patterns? • Check to see if these pupils are also in other vulnerable groups for example: SEN, EAL, G&T • Ensure that all staff and governors are aware of the expected rates of progress of all pupils. • Ensure all staff and governors are aware of any within school gaps • Support all staff to have high expectations and aspirations for all pupils especially those known to be vulnerable 					<ul style="list-style-type: none"> • Attainment, progress and attendance is tracked. Discussions at pupil progress meetings to review progress and attainment. • Vulnerable pupil overviews in class inclusion files. • Data Governor meeting was held specifically for the analysis and discussion of data in Autumn 2018 to analyse data. PP without SEND was included in this. Half termly pupil progress meetings and interim reviews. Performance management for staff

					<p>highlights expected progress and attainment of all pupils.</p> <ul style="list-style-type: none"> • Within school, gaps are identified and presented to Governors. • Peer critique is on all staff Performance Management • Pre LAC pupil passports introduced to ensure provision is in place to support personal development as well as academic. • PP overtime document reflects attainment of PP children with some achieving GDS at the end of Y6
3	Monitoring and evaluating impact and analysing data	<ul style="list-style-type: none"> • Rigorously and consistently analyse data of these pupils: on track, exceeding, falling behind • Look for patterns to inform action • Use evidence from data to make decisions about future provision • Plan and implement appropriate interventions • Make decisions about future provision that includes quality first teaching 			<ul style="list-style-type: none"> • DCPRO, half termly pupil progress meetings. Interim reviews. Inclusion Lead focus upon specific pupils from vulnerable groups. • Interventions chosen carefully from the Intervention/provision menus according to need. All inclusion staff and teaching staff working together to ensure pastoral and academic needs are being met e.g. SLT, staff working collaboratively and sharing information and with parents. • Quality first teaching in all classes.
4	Identifying the right provision for all pupils	<ul style="list-style-type: none"> • Adapt high quality whole class teaching, including guided work, to meet the needs of all pupils and address potential underperformance • Identify staff with relevant knowledge, understanding and skills to provide additional provision • Ensure pupils have opportunities to apply and consolidate what they have learned from group and individual provision to a variety of contexts in whole class teaching • Involve pupils in discussions about the provision they are being offered 			<ul style="list-style-type: none"> • Interventions chosen from menus and logs kept so that progress can be analysed and interventions evaluated. Intervention records kept in class Inclusion files. • Certain staff are now trained on key interventions and then deliver the interventions that they are trained in, e.g. <i>Switch On Literacy, Beat Dyslexia etc.</i> • Staff model and share good practice across the school N - Y6. For instance,

						<p>Support Staff Performance Management is now in place for all support staff links and areas of staff strength are identified and then good practice shared.</p> <ul style="list-style-type: none"> • Staff CPD logs show relevant training to ensure quality first teaching and NQT programme of focused training/input to ensure staff are equipped to provide additional provision required. • Books show progress, challenge and application following this. • Peer critique and pupil discussions allow pupils to voice what support they feel that they need and give specific ideas to support others in improving their work. • SEN pupils involved in Pupil Passports – barriers to learning and what helps them to learn better • Pre LAC pupil passports incorporate pupil views
5	Developing the quality of provision	<ul style="list-style-type: none"> • Gather evidence of successful practice in raising attainment of pupils who may be vulnerable • Evaluate impact of provision through qualitative and quantitative data, including pupil voice and parent/carer feedback • Share successful practice with all staff and use to further develop provision for current and future pupils 				<ul style="list-style-type: none"> • Introduced provision menus and intervention logs so that interventions can be evaluated to further develop provision. • Pre LAC passports ensure provision for all adopted children. • LAC reviews for any children in care reflect quality of provision and next steps. • EPEP's reflect provision offered and impact.
6	Developing the workforce	<ul style="list-style-type: none"> • Identify professional development opportunities to strengthen current practice • Develop systems and structures to respond to changing needs of pupils 				<ul style="list-style-type: none"> • Internal data analysis • Staff respond to vulnerable pupil overviews and amend as the needs of the child change.

					<ul style="list-style-type: none"> • All staff, including support staff, now have Performance Management with professional development opportunities where training needs are identified and opportunities planned to strengthen current practice e.g. Middle Leadership, SEN specialist roles, • Staff CPD logs show relevant training to ensure quality first teaching and NQT programme of focused training/input to strengthen current practice. • Staff model and share good practice across the Trust • Key training delivered to teaching and support staff, embedded and reviewed at phases and staff meetings. • Training linked to Stoke-on-Trent priorities for all staff
7	Parental engagement	<ul style="list-style-type: none"> • Engage with parents/carers to support high aspirations and high expectations • Regularly listen to and share information with parents /carers about their child's progress and discuss provision 			<ul style="list-style-type: none"> • Family Learning sessions, workshops, parents' evenings, Pupil Passport reviews, Early Help meetings, annual reviews - to support parents in being able to engage in their child's learning and help them and to raise their own aspirations- college courses and pupil aspirations. • Online assessment and programmes that provide information on progress that parents can see and engage with at home – support for working parents – 2Simple • Secret Storyteller -EYFS • Compass for Year 5 and Year 6 – parental engagement with this – aspirations and career planning – Children's Universities • #WeAreCrew for Y4

						<ul style="list-style-type: none">• Termly attitude reports• Subject specific workshops to support families in understanding the new curriculum.• EWO attendance clinics for highlighted pupils, Early Help where appropriate.• Attendance letters• Attendance recorded monthly on newsletter
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