

Pupil premium strategy statement

1. Summary information					
School	Greenways Primary Academy				
Academic Year	2018-19	Total PP budget	£17 160		
Total number of pupils	231	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Spring 2019

2. Current attainment 2018 – 19 (year 6) n = 31		
	Pupils eligible for PP n = 1	Pupils not eligible for PP = 27
% achieving ARE or above in reading, writing and maths	100%	87%
% achieving ARE or above in reading (GDS)	100% (100%)	93%
% achieving ARE or above in writing (GDS)	100%	87%
% achieving ARE or above in maths (GDS)	100% (100%)	87%

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.	Low numbers of PP (percentages appear high); ensure all PP pupils achieve Age Related Expectations in Reading Writing and Maths & their learning extending to GDS; children are well supported from FS to ensure reading, writing and maths skills are developed well.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for some pupils eligible for PP are below Ofsted Expected target of 97%.

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	All pupils in school are receiving at least 'Good' teaching as part of Quality First Provision	Observations throughout the school will evidence that there is consistently good or outstanding teaching within the classrooms
B.	Higher rates of progress across KS1 & 2 for PP pupils that are ARE are sustained	Pupils eligible for PP identified as ARE make as much progress as Non PP ARE Pupils. Measured by Y1 – 6 assessments in R W M
C.	Maintain high percentages of PP Pupils achieving ARE in Reading, Writing and Maths & increasing number at ARE+	PP Pupils are achieving ARE in Reading, Writing and Maths where no SEN, is higher than national.

D.	Improve PSED and phonics/language skills for pupils eligible for PP in Foundation stage	Pupils eligible for PP in FS make rapid progress by the end of the year so that all pupils eligible for PP achieve GLD
-----------	---	--

5. Planned expenditure

Academic year	2018 – 19
----------------------	------------------

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	Review
a. All pupils in school are receiving at least 'Good' teaching as part of Quality First Provision	To ensure that PP pupils are receiving consistently good teaching all teachers and TSAs will/have received: <ul style="list-style-type: none"> • Ros Ferrara training on Reading and grammar • Numicon training • Anthony Reddy Training 		<ul style="list-style-type: none"> • External support to coach staff to improve teaching of reading, writing and Maths • Effective deployment of staff is monitored by SLT 	JG	
b. Higher rates of progress across KS1 & 2 for PP pupils that are ARE and ARE+ are sustained	<ul style="list-style-type: none"> • Teachers are regularly having 1:1/small group sessions with their ARE+ pupils to master and develop skills further; this will stop these pupils from 'coasting' 	<ul style="list-style-type: none"> • Teachers already use data well to address underperformance quickly. • Inclusion lead who ensures PP pupils are tracked and appropriate interventions are put in place. • Staff are deployed effectively (NFER research) 	<ul style="list-style-type: none"> • External support to coach staff to improve teaching of reading, writing and Maths. • Targeted additional adult support in every classroom 		
B. Maintain 100% of PP Pupils achieving ARE in Reading, Writing and Maths; extend number of PP pupils at ARE+	<ul style="list-style-type: none"> • Raising standards of teaching through coaching/high quality CPD training • Training of KS2 staff in 'Inference' Training to develop reading comprehension strategies 	<ul style="list-style-type: none"> • Staff are deployed effectively (NFER research) • Some pupils need targeted support to catch up. Targeted support delivered by a well trained and experienced practitioner (NFER research – developing staff effectively) • 	<ul style="list-style-type: none"> • External support to coach staff to improve teaching of reading, writing and Maths. • Targeted additional adult support in every classroom • Inclusion lead embeds tracking systems and monitors progress of PP children every half term. 		
Total budgeted cost					

ii. Targeted support					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
b. Higher rates of progress across KS1 & 2 for PP pupils that are ARE+ are sustained	<ul style="list-style-type: none"> Track ARE+ PP pupils as a unique group 1:1/small group sessions delivered in class to give ARE+ pupils a chance to master and develop skills that are secure Switch on Literacy for identified KS1 pupils to accelerate phonics and reading and writing 	<ul style="list-style-type: none"> Holding all staff to account through not accepting progress that is less than expected Switch on Literacy has shown to improve both reading and writing progress and attainment. 	<ul style="list-style-type: none"> Targeted additional adult support in every classroom so that they can embed the strategies taught in 1:1/small group sessions back into the classroom 	MFC	£6000 £6000
c. Maintain 100% of PP Pupils achieving ARE in Reading, Writing and Maths; extend number of PP pupils at ARE+	<ul style="list-style-type: none"> PP pupils are included in the Reading and Maths interventions as required Some TSAs are trained in the Switch On Literacy programme to support PP Pupils with SEN TSAs to receive Inference training to support PP Pupils with reading comprehension difficulties Phonics interventions and boosters for pupils with poor phonic skills Homework and after school clubs Subsidised visits for trips and outdoor learning activities 	<ul style="list-style-type: none"> EEF states that teaching phonics has a very low cost, moderate impact (+4 months) EEF Research shows training in reading comprehension approaches has low cost, high impact (+5 months) Some small intervention group interventions by highly trained staff fits with the EEF and NFER research Studies of adventure learning consistently show positive benefits on academic learning (EEF- Moderate impact for moderate cost) 	<ul style="list-style-type: none"> Interventions are tracked and monitored for effectiveness Targeted additional adult support in every classroom so that they can embed the strategies taught in intervention sessions back into the classroom PP pupils are given regular opportunities to go out on visits/have visitors to the school to support consolidation of learning; trips subsidised as required. 		£6000

d. Improve PSED and phonics/language skills for pupils eligible for PP in EYFS	<ul style="list-style-type: none"> • Time to Talk Intervention • Write Dance • Dough Disco 	<ul style="list-style-type: none"> • Some pupils need targeted support to catch up. Targeted support for speech and language effective as they are delivered by a well trained and experienced practitioner (NFER research – developing staff effectively) • Evidence for Oral Language Interventions show that this has a moderate impact (+5 months) for very low cost (EEF) 	<ul style="list-style-type: none"> • Target groups timetabled for intervention 		£3000
--	---	--	---	--	-------

Total budgeted cost					21000
----------------------------	--	--	--	--	-------

iii. Other approaches

Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
D . Increased attendance rates for pupils eligible for PP.	Monitor attendance and office to follow up quickly on persistent absences. HoS and EWO to support identified children.	NFER research (June, 2013 Report 'Rapid Review of parental engagement and narrowing the gap in attainment for Disadvantaged Children) - we respond quickly to poor attendance and provide strong social and emotional support for children and through working with their families.	HoS to work closely with office staff on attendance . Additional traded time for the EWO so school is receiving regular support if required.	Inclusion Lead EWO	

Total budgeted cost					£21000
----------------------------	--	--	--	--	--------

6. Additional detail

--