

GREENLANDS COMMUNITY PRIMARY SCHOOL

Dawnay Road,
Ribbleton,
Preston



Links to School Development Plan/Significant changes in spending / Pupil Premium Grant

Pupil Premium 2017-18

Strategy and Impact

The **pupil premium** is additional funding for publicly funded schools in England to raise the attainment of disadvantaged **pupils** of all abilities and to close the gaps between them and their peers

For 2017-18 we will receive £124,080 (crosses two financial years) funding for pupils in receipt of E6 Free School Meals

Summative overview of how we spend the Pupil Premium Grant

Additional Support	Impact
Learning Mentor	Small group work in EYFS and KS1 to ensure children's needs are met Support for families who find it hard to engage with school. Provide lunch-time and after school clubs. To provide a free Breakfast Club ie well-nourished start to the day - help to concentrate
Behaviour Mentor	Provide proactive support via nurturing groups to minimise and reduce levels of seclusion and exclusion. Provide lunch-time activities Minimise/reduce opportunities for inappropriate behaviour
Counselling	To deploy specialist skills to ensure children's +family needs are met. To support vulnerable children/pupils with various specific needs To deploy specialist skills to ensure children's needs are met.
Additional Intervention small group work Reading/Writing + Mathematics Early Years Speech and Language / CLL support - in the outdoor environment	To help the E6 pupils close the gap on attainment ie By achieving similar 'levels/rates' of progress to those of the non E6 children
Assistance/top up for funding for families to access specialist teaching Music guitars	Provide enriched activities/opportunities for the E6 pupils

KS2 Broad and Balanced Curriculum-Creativity Provision of bought in specialist teacher Grace Mulholland every KS2 for year class	
To subsidise educational visits by children from every class throughout the whole school or to fund visits to each class by specific educational visitors	Helps to facilitate an enriched curriculum which is purposeful and realistic -motivates all pupils + helps them to produce a higher quality of writing
To provide incentives to encourage high rates of attendance-improve punctuality	Maintain high rate of attendance approx. Last academic year Y1-Y6 PP 95.8% vs non-PP 96.8%
To provide additional after-school activities -core subject Library Club	Provides a calm area for reading and helps to foster a love of reading and books
Library cataloguing material - enrich love of books	Lib IT cataloguing system+
Creative enrichment Sp and Lan role play KS1	
PNE Y6 project Summer Term June to July term	Full PHSE and 'Preparation High School' 10 week plan
MFL provision KS2 per term	
Fishwick Rangers	Positive play

Pupil Premium 'plan'

Pupil Premium numbers in each class- Sept 2017

Year Group	E6 numbers 2016/17 Total = 80	% E6	EYFS KS1 KS2 %
EYFS	10/26	10/80 =13%	/13%
One	11/29	11/80 = 14%	
Two	6/30	6/80 =8%	/22%
Three	16/29	16/80=20%	
Four	13/27	13/80=16%	
Five	14/28	14/80 =18%	
Six	11/25	11/80=14%	/66%

In addition to the intervention/staffing plan identified in the matrix below you can see how money is also targeted into the following areas:-

Intervention and Enrichment

Primarily to support small group withdrawal groups linked to the 'addressing' the issue of below average progress in Reading/Writing and Mathematics. The success of this work has been proved to benefit all of the pupils - not just the children in the small groups because not only the E6 target 'pupils' benefit - those pupils left with the main teacher are also obviously taught in a smaller size class ie Class of eg 27 - 4 E6 pupils in a target group of 7 for intervention, leaves 20 with the class-teacher - ie it is a win-win situation. In some cases the main class-teacher 'teaches the withdrawal group - depends on the focus on the work

Purchase of a designated staff to actually hear every child read in KS1 and in KS2

Other forms of intervention operate a similar plan to target eg 'the more able' groups of children

Very importantly, one of the key areas that staff always recognise (and appreciate) is the priority of targeting further expenditure towards providing additional staff to help deliver any intervention/support. Hence I/we try to ensure that the pupil premium money targets this particular focus and that if necessary it is also supplemented by money from the basic school budget.

Autumn Term 2017

Examples of how we use different categories of staff to provide different types of intervention ie both curriculum and pastoral support

Name	Year Gp	Focus
D O'Sullivan	Whole	B/fast Club Chill-out/HW/A+T
D O'Sullivan	EYFS	Pastoral/family support/phonics
Vanessa Dunn TA	EYFS	Outdoor area reflect indoor provis CLL
Emma Ford	Y1	Supply TA Reading LTA
Emma Ford	Y1	Read/Write support
Janet Carthy	Y2	Supply TA reading LTA
C Hall	Y2	Maths
D O'Sullivan	Y1 Y2	Pastoral Phonics/Support
E McGuire	KS2	Intervention and Behaviour support
C Chapman	Y3/Y5	Mathematics
	Y3	Write
C Chapman	Y3	Maths
N Kinvig	Y3	Maths
N Kinvig	Y4	Maths
C Chapman	Y5	Write
C Chapman	Y6	Reading
C Chapman	Y6	Reading
S Woodruff	Y6	Mathematics
S Woodruff	Y5/Y6	Mathematics
R Overall	KS2	Reading support
PE Fishwick	Y3/Y4	Curric support
PE lunch-time Fishwick	KS2	skills/behaviour re positive playtime
KS2 Creative Music 68		Mrs Grace Mulholland Music enriched curric
MFL		Mrs Brant enriched curric

Positive Behaviour strategies

Pupil Premium to support the role of Mrs McGuire who works with the vulnerable children linked to their Individual Behaviour Plans (IBPs)-The intention is obviously to try to ensure that we work in a proactive way in order to keep seclusion/exclusion at an absolute minimum

Similarly we 'buy in' staff from Fishwick Rangers who help to organise structured sport during three lunchtimes for KS2 -helps to have a positive break-times - FR also used to help some Y3 and Y4 intervention on Thur pms -cost shared with some/% of the DfE Sport funding

Other areas not mentioned above:-

Creative Curriculum eg support for MFL teacher in KS2

Assist SEN support for F/S and KS1 ie early identification/intervention

Library Clubs for KS1 and KS2 Lunchtime Chill out - IT suite provision

Homework Club - safe quiet area for pupils to work after -school

Data how effective?

How do we know if the money is being spent effectively?

For the more academic subjects then we are able to track the assessment data regularly. All of the teachers carry out ongoing daily and weekly assessments that identify the areas of learning that are going well and even more importantly help to identify those areas where more support needs to be given on both an individual and/or group basis. All of that data is then used to compile the data recorded in the termly charts below. As you can see, we have the % figures for the Age Related Expectations for each class reported as a percentage.

Similarly we then have the % for the E6 pupils ie those whose families who have claimed or 'claim' free school meals at any period within the last 6 years. Alongside that figure there is the % fig for the non E6 children.

We then aim to hopefully arrive at an end of term situation where the E6 and the non-E6 % are roughly equivalent bearing in mind that each pupil is worth approx. 4% in a class of 25% or 3.33% in a class of 30 pupils.

Summer Term Data for MC website 2017

Year One	Whole Class 29	E6 pupils	Non-E6
Reading	69%	57%	73%
Writing	66%	57%	68%
Mathematics	66%	57%	68%

Y2	Whole class 30	E6	Non E6
Reading	66%	69%	64%
Writing	60%	56%	64%
Maths	63.3%	56%	71%

Y3	Whole Class = 27	E6 = 14	Non E6 = 13
Reading	85%	86%	85%
Writing	78%	71%	85%
Maths	78%	64%	92%

Summer Y4	Whole Class = 27	E6 = 13	Non E6 = 14
Reading	63	62	64
Writing	56	46	64
Maths	70	77	64

Y5 Sum	Whole Class 25	E6 12	Non E6 13
Reading	60%	58%	62%
Writing	52%	42%	62%
Maths	64%	50%	77%

Y6	Whole class	E6 18	Non E6 6
Reading	75%	78%	4/6 67%
Writing	79%	83%	4/6 67%
Maths	88%	89%	83%

Information to evaluate other Pupil Premium support that we offer.

For certain areas it is quite difficult to access or form relevant information.

Breakfast Club -we keep records on the number of pupils who attend the Club regularly.

Music and MFL -we keep assessment data similar to those for Reading/Writing and Mathematics.

Some areas we assess by how much the children seem to enjoy attending the club eg Cookery in addition to gauging how well the children apply themselves to developing a degree of independence in actually cooking/preparing food for themselves

Library Club -evaluated by not only how much improvement the children make with their reading but also the extent of how they develop a love of reading/love of books.

Final set of data

We also have half-termly data that helps us to track the attendance data for the E6 and non E6 children

For example :- **Date of meeting:** 8th November 2017 Review of Autumn Term 1 Sept-Oct

School Attendance Target	96.3%
Cohort (size of cohort)	Attendance percentage (National average in red or brackets where available)
Whole School Actual Attendance (Rec - Yr 6) (195 pupils)	96.3%
Statutory cohort attendance (Yrs 1-6 only) (169 pupils)	96.7% (96%)
FSM Attendance v's non FSM Attendance (56 pupils v's 139 pupils)	95.6% v's 96.6% (94.1% v's 96.4%)
PP Attendance v's Non PP attendance (80 pupils v's 115 pupils)	96% v's 96.5%
EAL attendance (16 pupils)	98% (95.9%)
SEN Support (11 pupils)	97.2% (94.7%)

The data above shows that Greenlands outperforms the national average in all areas where a national average is available for comparison.

Overall attendance for the statutory cohort is significantly above average at 96.7%, in fact attendance for the whole school (including reception) is also significantly above the National average which relates to statutory school age pupils only.

Whilst attendance for FSM pupils is lower in the school than the school average, the attendance of the FSM pupils at Greenlands is 1.5% higher than national average for FSM pupils (95.6% compared to 94.1%) and the gap between FSM and non FSM pupils is much smaller at Greenlands than nationally (1% compared to 2.3%).

Attendance for Eng Additional Language EAL and SEN pupils is well above the national average also.