

Greyfriars Primary School

PUPIL PREMIUM STRATEGY FOR 2016-2017

Funding for the financial year 2016-2017 is £125,380

The main barriers to educational achievement that may be faced by pupils eligible for Pupil Premium in our school are:

- lower starting points on entry to school
- personal, social and emotional issues
- slower development of language, literacy and numeracy skills
- less positive attitudes towards learning, lack of aspiration and lack of self – belief
- poor attendance and parental engagement

Although these barriers are not relevant to all eligible pupils, we are committed to ensuring that all children who are eligible access appropriate provision to enable their educational outcomes to compare favourably with non-eligible pupils.

How we spend our Pupil Premium Funding to address these barriers and the reasons for our approach.

Our priority is to identify the children where there are barriers to achievement, assess the support needed and implement appropriate provision to overcome these barriers.

- **lower starting points on entry to school**

Within our EYFS setting we provide an enriching environment and adult support to develop children's personal, social and emotional responses, as well as their imagination and early language and maths skills. There is a strong focus on developing a love of story and books and enabling children to express themselves through story telling both verbally and in writing. Even at this early stage, we identify where children may need some additional support, eg. to develop their language, or improve their pencil control or understanding of number and additional and pupil specific teaching is provided.

Pupil Premium Funding contributes towards extra teaching assistant provision to enable additional intervention and support. It also funds some of the resources and training for staff, including Talk 4 Writing, Talk Boost and Phonics 'Read Write Inc.'

- **personal, social and emotional issues**

Children with personal, social and emotional issues will be identified for support within Overstrand (Nurture Class). The structure of our learning support team also enables other children to receive support from specific TAs in relation to behaviour and emotional difficulties.

Pupil Premium Funding supports TA structure and the staffing and resources for Overstrand Class.

- **slower development of language, literacy and numeracy skills**

Additional intervention and targeted teaching in Maths and Literacy is planned within cohort teams for each half term. This is in the form of identifying children for focused teacher and teaching assistant support within the classroom, or individual and groups for withdrawal for booster sessions or specific teaching to 'plug gaps' or deepen their learning. The impact of the support is monitored and reviewed by class teachers and senior staff each term in Pupil Progress Meetings.

Resources are purchased from Pupil Premium funding to support the quality of teaching and learning in order to address the identified barriers. These include specific programmes, such as an online Maths programme, 'Third Space which is used by year 5 & 6 pupils and a whole school Spelling programme ('Read Write Inc') and KS1 Phonics programme ('Read, Write, Inc.')

- **less positive attitudes towards learning, lack of aspiration and lack of self – belief**

All staff encourage positive attitudes and aspiration in our children. We also provide specific programmes of support in these areas where it is needed, this is organised by the SENCo and through our Nurture Team. School visits and in- school additional opportunities are organised to engage pupils in their learning and develop self- confidence and belief.

Pupil Premium Funding supports the Nurture Class, staffing and resources; including the lunchtime provision of the Group Room. It also contributes towards special events, such as the Aspirations Week.

- **poor attendance and parental engagement**

We have a school based PSA who works in support of this, with evidence of success for a number of families. She is also approachable and available in support of parents who may previously have found difficulty in engaging with the school in support of their children's learning and well-being.

The PSA is funded through Pupil Premium funding and has increased her hours in response to need this academic year.

Plans for Expenditure:

- Structuring our learning support team to enable Maths and Literacy intervention strategies and appropriate in-class learning support to be provided in all year classes.
- Employing two support staff to deliver daily intervention for children in years 1 and 2 to improve their Phonics
- Professional development (Talk 4 Writing) to further improve the quality of teaching and learning in Literacy across all year groups, including EYFS.
- A computer based 1:1 tuition program (Third Space Learning) used by year 5 and 6 pupils to engage them in their learning, and support and deepen their understanding in Maths.
- Employing a teacher to provide 1:1 tuition and focused booster groups in Literacy and Mathematics in KS2
- Employing a PSA (Parent Support Advisor) to actively engage with parents in support of pupil well-being, learning and attendance

- Providing staff management time to enable analysis, planning, 1:1 and small group teaching in support of raising attainment for pupil premium children
- Providing opportunities for specific enhancement activities, such as in school peripatetic music lessons has engaged children in their learning across the curriculum and raise self-belief and aspiration.
- Supporting the funding of school trips and residential visits. These enhance the educational experience of pupils, contributing towards an engaging and exciting curriculum, as well as ensuring that eligible children have these personal, social and emotional experiences which support their well-being and can underpin their development as learners.

Measuring the impact:

We regularly monitor and assess the impact of the support for our Pupil Premium eligible children throughout the year. This is done through staff discussion in EYFS, KS1 and KS2 teams. Pupil Progress meetings are also held each half term, between teachers and senior staff, and the impact of the pupil premium strategy on eligible children in every class is scrutinised by monitoring children's work and tracking data. The approach is reviewed where needed and adjusted to best meet needs of individuals and groups to enable progress.

In addition, an analysis of summative data, in relation to attainment and attendance, is carried out each term and a comparison made between outcomes of eligible pupils and others.

This means that there we expect to see a measurable and demonstrable improvement in the child's understanding and ability within Maths and Literacy and/or in their attendance, behaviours and readiness for learning over the year.

Review of Strategy:

This strategy will be reviewed in March 2017.