

Pupil premium strategy statement (primary)

1. Summary information					
School	Greyfriars Primary				
Academic Year	2017-2018	Total PP budget	£76,769 (up to 31.03.18)	Date of most recent PP Review	Jan 2018
Total number of pupils	284	Number of pupils eligible for PP	100	Date for next internal review of this strategy	March 2018

2. Current attainment			
KS2 SATs 2017	Pupils eligible for PP (14)	Pupils not eligible for PP (24) <i>(national average)</i>	
% achieving expected standard in reading, writing and maths	42%	41%	67%
progress in reading	1.29	2.05	0.33
progress in writing	3.17	3.80	0.17
progress in maths	0.45	1.27	0.28

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.	Poor oral language skills
B.	Low baseline PP children not meeting GLD at end of EYFS. Subsequently the attainment of pupils eligible for PP may remain below age related expectation.
C.	Emotional, mental health and behavioural issues
D.	Lack of aspiration and positive behaviours for learning
E.	High ability PP children do not consistently reach higher standards
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Low attendance and lack of parental engagement in support of children's learning
G.	English as an additional language

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills for pupils eligible for pupil premium	All pupils eligible for PP in EYFS make rapid progress and meet age related expectations in language development. Teachers can evidence improved oral language and vocabulary for pupils eligible for PP across the school.
B.	Low baseline PP children meet GLD at end of EYFS. Pupils eligible for PP in every year group make good progress and narrow gaps between their attainment and age related expectation	Pupils have made very good progress from their baselines and have met GLD at end of EYFS. Excellent progress is made by PP children in all year groups so that gaps in attainment are narrowed or eliminated.
C.	Emotional, mental health and behavioural issues have been addressed for individuals so that they are able to access the curriculum and their learning more positively.	Pupils are calmer and have a more positive sense of well-being. Fewer behaviour incidents recorded for these pupils and evidence of increased time in class accessing learning appropriately. These pupils are developing self- belief and a positive and focused mind set. This is impacting on their progress in learning.
D.	High aspiration, self -belief and positive behaviours for learning for pupil eligible for PP	All PP children have clear aspirations and show evidence of self-belief and positive behaviours for learning. This is manifesting in their work and the progress that they are making.
E.	High ability PP children make good progress.	High ability PP children across the school have been identified and supported to make good progress over the year so that their attainment is above age related expectation. High ability PP children achieve greater depth/ the higher standard at the end of KS1 & KS2
F.	Attendance has improved and parents are better engaged, resulting in improved progress being made in learning.	Attendance has improved for pupils eligible for PP and is in line with others. Persistent absenteeism for PP children has significantly reduced. Parents are engaging well with the school in support of their children's well-being and learning. They are attending parent eves and any other meetings with the school in support of their children. More children are completing homework and reading at home.

5. Planned expenditure

Academic year

2017- 2018

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	When will you review implementation?
Improved oral language skills for pupils eligible for pupil premium	<p>Provide a stimulating and language rich environment within EYFS and across the school. Focus T4W approach on developing vocabulary and oral language skills in EYFS and across the school.</p> <p>Staff to have high expectations of pupils' oral language. They will provide immediate feedback and good modelling to improve oral language. Appropriate training will be given to staff.</p>	<p>Some of our PP pupils may not have had pre-school experiences to develop their imagination, oral language, vocabulary and speaking and listening skills. Some EAL pupils have not accessed English language before. If this is not addressed in reception, and continuously reinforced across the school, then it may remain as a barrier throughout the child's education. A good development of oral language is a foundation for good progress in learning across the curriculum. The EEF Trust identifies the impact of immediate feedback. As part of the Primary Writing Project we have seen evidence that this is also an effective strategy to develop oral language and enrich vocabulary.</p>	<p>EYFS Lead to implement improvement to EYFS environment, resources and curriculum. SLT to monitor and review impact through observations of children's language development and progress. Literacy Lead to monitor, evaluate and review T4W in EYFS.</p>	SN	March 2018
<p>Low baseline PP children meet GLD at end of EYFS. Pupils eligible for PP in every year group make good progress and narrow gaps between their attainment and age related expectation</p>	<p>Provide an environment and quality of teaching that is conducive to good development across all areas of EYFS. Provide appropriate ongoing training to EYFS support staff to enable effective role modelling and interaction with children.</p> <p>T4W training for all school staff.</p>	<p>PP children may enter school with low baselines and limited home opportunities in support of their development. We need to provide an enriching environment and quality of opportunities to enable them to progress well throughout the EYFS and plug gaps that may already be present. We need to provide a foundation that promotes readiness for learning and enables them to meet age related expectations as they go through the school.</p> <p>We will continue to invest funding on longer</p>	<p>EYFS Leader to implement improvement to EYFS environment, resources and curriculum. SLT to monitor and review impact through observations of children's development and progress.</p> <p>Literacy Lead and HT to monitor, evaluate and review impact of T4W across the school.</p> <p>HT & AHT to monitor, evaluate and</p>	<p>SN</p> <p>DM BB</p>	March 2018

	Implement PiXL to identify gaps and address these as whole class or through targeted strategies. Training. Continue staff training on effective feedback.	term changes that will affect all pupils, such as T4W, PiXL and effective feedback. EEF Toolkit suggests that high quality feedback is an effective way to improve attainment and we have already seen the impact of this within Maths and Writing.	review implementation and effectiveness of PiXL.		
Provision support emotional well- being and behavioural issues have been addressed so that all children are able to access the curriculum and their learning effectively.	The support team is structured to enable children to receive ongoing support from specific TAs in relation to behaviour and emotional difficulties. Teachers and support staff are trained in de-escalation techniques and STEPS. Growth Mindset is a focus throughout the school. Behaviour Policy is consistent across school. PATHS is consistently taught across school.	Many children are not equipped with the emotional literacy or strategies to deal with negative feelings and this has been proven to impact on their sense of well- being, behaviour choices and ability to access learning effectively. PATHS has been proven to have a positive impact. The support system in place also enables us to address individual concerns promptly. A consistent Behaviour Policy and staff who are trained in the use of de-escalation strategies and STEPs has proven to be effective.	SENCO to work with Phase Leaders and CTs to ensure appropriate TA structure in place. Senco to provide STEPs training. PATHS Lead to monitor effectiveness of PATHs across school. Phase Leaders and HT to monitor, evaluate and review effectiveness of Behaviour policy each term.	AM SN CE DM BB	Feb 2018
High aspiration, self - belief and positive behaviours for learning for pupil eligible for PP	Cover supervisor and TA time to enable teachers to provide quality feedback to pupils. Provide CPD re effective feedback.	EEF Toolkit has identified the effectiveness of high quality feedback. This has also been evidenced by pupil improvement seen in the school.	Teachers to meet regularly with pupils to provide quality feedback - discuss their aspirations, recognise strengths and improvements and clarify next steps in learning. Phase Leaders to monitor, evaluate and review.	AN CE DM	March 2018
High ability PP children make good progress.	Provide appropriate CPD and resources in support of high ability making good progress.		Work with SLs to provide appropriate CPD for staff. High ability pupils will be identified and tracked each half term in Phase Meetings. Provision for high ability pupils within class to be monitored for effectiveness. PiXL resources to support and monitor effectiveness. Impact to be evaluated by Phase Leaders, SLs and HT.	DM MN CE	March 2018
					£24,390

ii. Targeted support

Desired outcome	Chosen	What is the evidence and rationale	How will you ensure it is	Staff lead	When will you
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	action/approach	for this choice?	implemented well?		review implementation?
Improved oral language skills for pupils	121 and small group provision in EYFS- Talk Boost Phonic intervention in EYFS, Y1 & 2	Talk Boost has been evidenced as effective in other schools and within our school. We trialled daily phonic intervention for children who were struggling with oral language and phonic development 2 years ago and this had a significant impact on Y1 and Y2 Phonic Tests.	Ensure provision is timetabled and that that staff have appropriate preparation and delivery time. The impact will be monitored by EYFS Lead and Senco.	SN AM	March 2018
Attainment for pupils eligible for PP pupils is more closely in line with national expectations and there are no significant gaps between their attainment and that of others in the school	Target groups have been identified and staff employed to provide quality focused intervention in Reading, Writing and Maths for pupils in KS2. Third Space Learning provides intervention in Maths for a group of 5 Y6 pupils	The impact of the teacher led intervention has been good over the last year. This has been linked to PIXL since September so gaps are clearly identified and plugged- early evidence shows good progress. Over last 5 years school has seen evidence of Third Space having a good impact on the confidence of children in Maths and in providing them with effective 121 feedback to enable them to make better progress. Impact on KS2 SATs has been good.	Ensure that provision is timetabled and has a priority, even when staff absent. Phase leaders to work with teams to identify target children and plan appropriate intervention strategies for intervention staff, and to monitor and review impact. HT to ensure Third Space implemented each week and monitor and review its impact. Consider this model for KS1.	DM CE BB	March 2018
Emotional and behavioural issues have been addressed for individuals so that they are able to access the curriculum and their learning more positively	Overstrand (Nurture Class) specialist provision for groups and individuals. Specialist training for Senco and members of Overstrand team. Lunchtime provision- Group Room to support these pupils.	There is clear evidence that this specialist and personalised provision responded to the needs of children and had a positive impact on their mental health, emotional well-being, social ability and behaviours. (Senco evidence) Children who received this provision last year have now been successfully reintroduced to their classes.	This approach has been effective as it has not only supported targeted children but also other children who may have had their learning disrupted by individuals in the past.	AM	March 2018
Total budgeted cost					£95,559
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance has	We have employed a PSA	Our PSA has forged positive relationships	PSA has been given her own room in	SW	Jan 2018

<p>improved and parents are better engaged, resulting in improved progress being made in learning</p>	<p>and increased her hours this year to enable her to work closely with parents, particularly those eligible for PP .Appropriate CPD to be provided. Solihull Parenting programme to be provided by PSA. Learning Cafes each term in classes.</p>	<p>with 'hard to reach' parents over the year and this has led to improvement in attendance for a number of individual pupils. Parents have also been more willing to contact her if they have a concern or talk to her in relation to school's concern. Issues have been addressed or supported as appropriate. Learning Cafes have engaged parents but we are looking to develop these to encourage more parents of PP eligible pupils to attend.</p>	<p>which to meet with parents and dedicated time for attendance monitoring and any related action. HT and PSA review attendance and impact of her actions at end of each term. PSA to engage with/support parents of children causing concern. PSA to access appropriate training, eg Domestic Abuse Champion and Solihull and to lead Solihull Parenting programme Class teachers to ensure parents are contacted and encouraged to come to Learning Cafes and to monitor attendance and impact.</p>	<p>BB</p>	<p>March 2018</p>
Total budgeted cost					<p>£11,000</p>

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. 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
Children make good progress from low EYFS baselines.	Develop EYFS environment particularly in support of vocabulary and language. Introduce T4W-training for all staff.	Most children made good progress from their baselines in EYFS, however the number attaining GLD was below national. PP children all made good progress from their baselines.	We will continue with this approach and it is intended that there will be a tighter focus this year due to new EYFS leader and greater stability within the team.	£2000
The attainment gap between school and national age related expectations is narrowed or eliminated in Reading and Writing across the school.	T4W- school embarking on Primary Writing Project- whole school staff training to include EYFS staff. Reading Comp. boxes used across the school. Whole school spelling programme introduced- Read, Write Inc	Writing KS2 SATS above national. Reading at KS2 increased from previous year. The performance of pupils in KS2 from low baselines was very good in all Reading and Writing; this was similar for PP children as well as others. Good progress in writing seen in pupils' books across the school and increase in percentage of children reaching ARE at end of year. Progress of PP children in line with others across the school.	.We will continue with T4W as it has proven good impact over the last two years and PP children have responded particularly well it this approach. Whole school spelling programme will also continue. A new whole class guided reading approach has been introduced in September 2017.	£6,250 (PWP) £250 (Reading boxes) £1,157 (Spelling programme)
Pupils are calm and ready for learning. They have a good sense of well-being and approach their learning with positive growth mindset. Behaviour within class and around the school is good.	. The support team is structured to enable children to receive ongoing support from specific TAs in relation to behaviour and emotional difficulties. Teachers and support staff are trained in de-escalation techniques and STEPS. Growth Mindset is a focus throughout the school. Behaviour Policy is consistent across school.	Behaviour for learning is good overall. This has been seen in lesson observation, learning walks and oral and written response from children. It is also supported by evidence of progress in pupils' books and tracking data. Individual needs have been met by teachers and support staff on an on-going basis, with children of particular concern referred to Senco and Overstrand.	Pastoral care and the current structure will remain as it has proved to be working well. Staff will continue to receive update training as required	£165 (STEPS training)

ii. Targeted support				
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
PP children from low starting points on entry make good progress from their baselines in language development	Trained TAs to provide Talk Boost, Speech and Language, Phonics and other specific support for individuals.			£11,500 (TA hours) £1,000 (Resources)
Underperforming pupils (and those where development of language, literacy and numeracy skills has been slow) make rapid progress. The gap between their attainment and age related expectations in Phonics, oral language, Reading, Writing & Maths is narrowed.	Extra Teaching Assistant and teacher provision to enable additional targeted intervention and support, eg Talk Boost and Phonics (EYFS/KS1) Structuring our learning support team to enable Maths & Literacy intervention strategies and appropriate in-class learning support to be provided in all classes. Third Space is used by targeted Year 5/6 pupils.	Pupils eligible for pupil premium responded well to extra intervention and made good progress from their baselines. Other children also targeted in this way made good progress from low baselines. The performance of pupils in KS2 from low baselines was very good in all subjects Third Space was effective in improving self-belief, confidence and attitudes towards Maths, as well as enabling good progress of skills and concepts for this group of PP children.	We plan to continue with this approach towards intervention and additional support to plug gaps, due to its success with the majority of pupils targeted. We will have a tighter focus on targeting effective provision for KS1 children as fewer pupil premium children in Y2 met the expected standard at end of KS1. The targeted provision for phonics was very successful and will be continued. Third Space will also be continued due to its positive impact.	£340 (Maths resources) £2535 (Third Space) £54,574 (teacher/TA intervention and cover hours) £5,500
Children with extreme personal, social, emotional and behavioural needs are calmer, have a more positive sense of well-being and are better able to access learning within their classroom. Children develop more positive attitudes towards learning, developing aspiration and self-belief.	Overstrand (Nurture Class) specialist provision for groups and individuals. Specialist training for Senco and members of Overstrand team. Lunchtime provision- Group Room to support these pupils.	There is clear evidence that this specialist and personalised provision responded to the needs of children and had a positive impact on their mental health, emotional well-being, social ability and behaviours. (Senco evidence) All children have now been successfully reintroduced to their classes.	We will continue with this approach as it has had such a positive impact, but we have found that we have had to be flexible in our planning for Overstrand as we have needed to prioritise certain needs as they arose. We do need to look to ways of further supporting children with presenting mental health needs through in-school provision	£30,250 (staffing) £500 (resources) £165 (training) £2,200 (lunchtime club staffing)
iii. Other approaches				

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
Attendance is improved and parental engagement is supporting the learning of pupils	PSA to engage parents, particularly where concerns have been identified. PSA to lead FSPs .PSA to implement system for monitoring and addressing attendance. Internal fast track to be introduced. Training to be funded	Evidence of success in support of individual pupil's learning and well-being. A number of parents now engaging well through input of PSA. Success with specific absentees but overall attendance remains a concern.	Evidence of success so will continue to fund PSA. Whole school attendance remains an issue- need to research effective approaches?	. £3,587 (PSA)
<p>All children are able to attend school residential.</p> <p>All children are able to access Expressive Arts opportunities.</p> <p>All children to attend other school educational visits</p>	<p>Pay towards the cost of pupils attending school residential- all pupil premium pupils to have opportunity to attend.</p> <p>Pay for Theatre visits to school and subsidise cost of pantomime.</p> <p>Subsidise all school trips</p>	<p>PP children who wished to attend the residential were able to do so.</p> <p>All children took part on Expressive Arts opportunities.</p> <p>All children took part on Educational Visits.</p>	Continue to fund but concerns re the lack of contributions from some non PP parents may make some opportunities impossible in the future. Need to consider best way forward.	<p>£250 (theatre visit)</p> <p>£6,012 (residential and trip subsidy)</p> <p>OVERALL TOTAL: £128,235</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk