

Pupil premium strategy statement (primary)

1. Summary information					
School	Greyfriars Academy				
Academic Year	2018-2019	Total PP budget	125,400- financial year 2018-2019	Date of most recent PP Review	Dec 2018
Total number of pupils	284	Number of pupils eligible for PP	95 33.5%	Date for next internal review of this strategy	April 2019

2. Current attainment			
KS2 SATs 2018		<i>Pupils eligible for PP (14)</i>	<i>Pupils not eligible for PP (24) (national average)</i>
% achieving expected standard in reading, writing and maths		40%	59% 70%
progress in reading		-2.1	0.16 0.31
progress in writing		3	2.8 0.24
progress in maths		-1.5	0.09 0.31

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		2018- 2019			
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.</p> <p>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.</p> <p>Appropriate training will be given to new 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.</p> <p>Some EAL pupils have not accessed English language before. If this is not addressed in reception, and continuously reinforced across the school, than 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.</p> <p>The EEF Trust identifies the impact of immediate feedback.</p> <p>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 outside environment, resources and curriculum. SLT to monitor and review impact through observations of children's language development and progress.</p> <p>Focus on vocabulary.</p> <p>Literacy Lead to monitor, evaluate and review T4W in EYFS.</p>	<p>SC DM</p> <p>Resources- Vocab £2000</p> <p>T4W- cover for in-school training- £300</p> <p>EYFS- Phonic Resources £2000</p>	April 2019
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>Provide an environment and quality of teaching and assessment 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>Implement PiXL to identify</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>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. HT to review monitor and review evidence of impact with SC</p> <p>Literacy Lead and HT to monitor, evaluate and review impact of T4W</p>	<p>SC DM BB</p> <p>EYFS training-cost tbc</p> <p>PiXL-£6000</p> <p>Tackling Tables- £300</p>	April 2019

	<p>gaps and address these as whole class or through PiXL therapies.</p> <p>Continue staff training on effective feedback and delivering therapies</p>	<p>We will continue to invest funding on longer term changes that will affect all pupils, such as T4W, PiXL and effective feedback.</p> <p>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.</p>	<p>across the school.</p> <p>HT & RSL to monitor, evaluate and review implementation and effectiveness of PiXL.</p>	<p>TA Training</p> <p>CPD- cover for in school training £150-DM</p>	
<p>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.</p>	<p>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. New Behaviour Policy is consistent across school. PATHS is consistently taught across school.</p>	<p>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 based on Paul Dix approach and staff who are trained in the use of de-escalation strategies and STEP's has proven to be effective.</p>	<p>SENCO to work with Phase Leaders and CTs to ensure appropriate TA structure in place.</p> <p>PATHS Lead to monitor effectiveness of PATHs across school and introduce Mind to be Kind.</p> <p>Phase Leaders and HT to monitor, evaluate and review effectiveness of Behaviour policy each term.</p>	<p>SLT</p> <p>TA 36 hrs- (S & P)- £17,784</p> <p>STEPS training- £200</p> <p>Behaviour Resources-£500</p> <p>CPD- LKS2 staff to Churchill Park- cover -£600</p>	<p>April 2019</p>
<p>High aspiration, self -belief and positive behaviours for learning for pupil eligible for PP</p>	<p>Cover supervisor and TA time to enable teachers to provide quality feedback to pupils. Provide CPD re effective feedback. Focus on Growth Mindset</p>	<p>EEF Toolkit has identified the effectiveness of high quality feedback. This has also been evidenced by pupil improvement seen in the school.</p>	<p>Teachers to meet regularly with pupils to provide quality feedback - discuss their aspirations, recognise strengths and improvements and clarify next steps in learning. Growth mindset to be implemented. Phase Leaders to monitor, evaluate and review.</p>	<p>SC CE DM</p> <p>Growth mindset resources- £1000</p>	<p>April 2019</p>
<p>High ability PP children make good progress.</p>	<p>Provide appropriate CPD and resources in support of high ability making good progress.</p> <p>Use of PiXL therapies and targeted opportunities</p>		<p>SLs to provide appropriate CPD for staff. High ability pupils will be identified and tracked each half term in Phase & PP 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.</p>	<p>DM MN CE</p> <p>CPD- ?</p> <p>MAP projects- £500</p>	<p>April 2019</p>
					<p>£31,334</p>

ii. Targeted support					
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	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 the staff have appropriate preparation and delivery time. The impact will be monitored by EYFS Lead and Senco.	SC SA Talk Boost TA- 10hrs-£4940 Phonics TA 10hrs£4940-	April 2019
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 using PiXL therapies. Third Space Learning provides intervention in Maths for a group of LKS2 pupils	The impact of the focused intervention has been good over the last year. This has been linked to PiXL so gaps are clearly identified and plugged- evidence shows good progress for Y6 last year. 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.	Specialist TAs to be trained to deliver therapies effectively. 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.	SLT Intervention TA 100 hrs-£49400 -ThirdSpace- £3000	April 2019
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. Training for members of Overstrand team. Lunchtime provision- Group Room to support these pupils. Specialist TA for Emotional and Behaviour Support	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.	SA Lunchtime group staff- £2210 Lunchtime group resources-£500 Specialist TA- £13,549 Overstrand Resources- £500	April 2019
cost					£78,539

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 improved and parents are better engaged, resulting in improved progress being made in learning	<p>We have employed a PSA and further increased her hours this year to enable her to work closely with parents, particularly those eligible for PP</p> <p>.Appropriate CPD to be provided.- Domestic Abuse Champion and Solihull Parenting programme to be provided by PSA.</p> <p>Learning Cafes each term in classes.</p> <p>Attendance Reward scheme</p>	<p>Our PSA has forged positive relationships 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.</p> <p>Learning Cafes have engaged parents in their children's learning</p>	<p>PSA has been given her own room in 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, Class teachers to ensure parents are contacted and encouraged to come to Learning Cafes and to monitor attendance and impact.</p>	<p>SW BB</p> <p>PSA cost-£13,611</p> <p>Attendance Scheme-£300</p> <p>Learning Cafes-£500</p>	April 2019
<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>Inclusion is a key value of our school- all children have the entitlement to participate in the Residential, theatre visit, pantomime and any other additional curriculum and out of school enrichment opportunity.</p>	<p>The school will subsidise to ensure that all children are able to participate and these opportunities can continue to be planned into our curriculum</p>	<p>BB SB</p> <p>Subsidise visits/panto & Residential, clubs-£6000</p>	April 2019
cost					£20,411
Total budgeted cost					£130,284

6. Review of expenditure				
Previous Academic Year		2017-2018		
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 £25,379
Improved oral language skills for pupils eligible for pupil premium	Develop EYFS environment particularly in support of vocabulary and language. T4W- training for EYFS. High expectations of vocabulary from all staff- modelling	EYFS made good progress from baseline in CLL. Evidence of significant improvement in oral skills and story- telling by EYFS due to T4W approach. Evidence of improved vocabulary and oral language seen in children's writing in Literacy and across subjects.	We will continue our focus on developing EYFS environment. Continue with T4W. We need to focus on vocabulary across all subjects and will follow T4W model where appropriate in support of this PiXL resources to be further employed to develop oral language and vocabulary	EYFS resources- £500
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	Improve EYFS environment and quality of teaching and learning support –training. Implement PiXL to identify and plug gaps. T4W across school Staff training on effective feedback	PP children achievement of EYFS GLD was slightly higher than others in the school and the gap was smaller than nationally. Progress was good for most PP children across subjects. In most year groups there were no significant gaps between the attainment of PP and others, but gaps were bigger in years 2, 3 and 6. (Although similar to those nationally)	We will continue with T4W as it has proven good impact over the last two years and PP children have responded particularly well to this approach. Prioritise TA support for PiXL therapies and within class feedback follow-up. Focus support for year 5 and 4 as, although PP attainment is similar to that of others it is below that of others nationally.	PWP- £6250 PiXL – £6000

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	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. 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 are being met by teachers and support staff on an on-going basis, with children of particular concern referred to Senco and Overstrand. All staff trained in de-escalation. Reviewed Behaviour Policy in line with Paul Dix approach.	Evidence of positive impact and we have reviewed TA structure to ensure and best provision to meet current needs in every Phase – prioritise consistency and continuity.	STEPS Training- £165 Paul Dix books- £114 TA hours- 28 weekly = £12,350
High aspiration, self-belief and positive behaviours for learning for pupils eligible for PP	Cover supervisor and TA time to enable teachers to provide quality feedback to pupils. Provide CPD re effective feedback	Feedback system works well but it needs to be consistent and managed by class teachers in way that works best for them. The majority of children show positive and improved behaviours for learning. This needs to remain as a focus.	TA structure needs to enable teachers to have this 1:1 focused time with children as needed. We need to refocus on Growth Mindset- may be training implications	
High ability PP children make good progress	Provide appropriate CPD and resources in support of high ability making good progress	Implementation of PiXL is helping with this but we need to maintain the focus. Further support is still needed for PP children with emotional/behaviour with capacity to meet higher standards.	Continue with PiXL focus on A1 children. TA structure. Continue to meet emotional needs etc to remove barriers to children achieving higher standards..	<i>PiXL cost previously itemised</i>
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 £91,249
Improved oral language skills for pupils	Trained TAs to provide Talk Boost, Speech and Language, Phonics and other specific support for individuals.	Specialist TA has delivered S & L- positive impact. Phonics support has also enabled KS1 test results to continue upward trend and these were higher than national this year. EYFS intervention- positive impact on children's development.	Need to ensure the TA structure has the capacity to keep these interventions consistent and ensure that they are able to continue.	Phonics TA- 10 hrs weekly = £4,940 Resources-£500 TA 20hrs- £9,880

<p>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</p>	<p>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</p>	<p>Pupils eligible for pupil premium responded well to extra intervention and made good progress from their baselines- evidenced in book work and in school assessment. Other children also targeted in this way made good progress from low baselines. The performance of pupils in KS2 from low baselines was good. Performance of some of the mid attaining pupils at KS2 was not as good as evidenced by teacher assessment. 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.</p>	<p>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.</p>	<p>Third Space- £3000 TA 100 hrs- £49,000</p>
<p>Emotional and behavioural issues have been addressed for individuals so that they are able to access the curriculum and their learning more positively</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>TA 10hrs £7410 £500 (resources) TA 5 hrs- £2,470 Specialist Nurture Staff- £13,549</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost £20,111</p>

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?	. PSA- £13,611
All children are able to attend school residential. All children are able to access Expressive Arts opportunities. All children to attend other school educational visits	Pay towards the cost of pupils attending school residential- all pupil premium pupils to have opportunity to attend. Pay for Theatre visits to school and subsidise cost of pantomime. Subsidise all school trips	PP children who wished to attend the residential were able to do so. All children took part on Expressive Arts opportunities. All children took part on Educational Visits.	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.	Theatre Visit- £250 Residential/ educational visits- £6,000 OVERALL TOTAL: £136,739

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