

# Pupil premium strategy statement (primary)

1. Summary information					
School	Greyfriars Academy				
Academic Year	2019-2020	Total PP budget	£134,640	Date of most recent PP Review	October 2019
Total number of pupils	282	Number of pupils eligible for PP	102	Date for next internal review of this strategy	April 2020

2. Current attainment		
KS2 SATs 2019	<i>Pupils eligible for PP (20)</i>	<i>Pupils not eligible for PP (44)</i>
% achieving expected standard in reading, writing and maths	45%	50%
progress in reading	1.1	-0.7
progress in writing	2.4	3.8
progress in maths	0.1	-0.1

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Poor oral language skills
B.	Low baseline PP children on entry to EYFS.
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
<b>External barriers</b> ( <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

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved oral language skills for pupils eligible for pupil premium. Evidenced through observations and monitoring of progress.	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>B.</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.
<b>C.</b>	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. Evidence of case studies and boxall profiles.	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.
<b>D.</b>	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.
<b>E.</b>	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 in line with and above age related expectation. High ability PP children achieve greater depth/ the higher standard at the end of KS1 & KS2
<b>F.</b>	Attendance has improved and parents are better engaged, resulting in improved progress being made in learning. Evidence of attendance data and case studies.	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

2019- 2020

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 & cost	When will you review implementation?
Improved oral language skills for pupils eligible for pupil premium	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. Adults to model and provide immediate feedback to pupils to improve their oral language	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.	EYFS Lead to continue to develop EYFS environment, resources and curriculum that encourages and improves oral language and vocabulary. SLT to monitor and review impact through observations of children's language development and progress. Literacy Lead to lead, monitor, evaluate and review T4W in EYFS and across KS1 & KS2 . Focus on vocabulary across subjects being displayed and modelled by adults. Reading Books to be closely linked to Phonics and progression in vocabulary	SN & DM  EYFS & Vocabulary resources <b>£1000</b>  Phonic Resources – Phased Reading Books <b>£1000</b>	April 2020
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	Provide the environment and cultural capital that is needed to 'plug the gaps' for PP children so that they are able to make good progress from low baselines. This will include purchasing phonics linked reading books for use at school and home. Provide appropriate ongoing training to EYFS support staff to enable effective role modelling and interaction with children.	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.  We will continue to invest funding on longer term changes that will affect all pupils, such	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.  Literacy Lead and HT to monitor, evaluate and review impact of T4W across the school.  Maths Lead to provide training for Support Staff for Maths Mastery and use of manipulatives.	SN, DM & MN, BB  PiXL <b>£5000</b>  Maths Mastery <b>£2000</b>	April 2020

	<p>Implement PiXL to identify gaps and address these as whole class or through targeted strategies.</p> <p>Use IRIS to support staff development and improve quality of teaching and learning.</p> <p>Maths resources to be audited and updated to support Maths Mastery approach.</p>	<p>as T4W, Maths Mastery, 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>Maths Lead &amp; HT to monitor effectiveness of Maths Mastery.</p> <p>HT &amp; AHT to monitor, evaluate and review implementation and effectiveness of PiXL.</p> <p>IRIS to be employed as CPD for teachers- focus on whole school and individual priorities</p>	<p>Tackling Tables <b>£300</b></p> <p>IRIS <b>£2300</b></p>	
<p>Emotional well- being and behavioural issues have been addressed so that all children are able to access the curriculum and their learning effectively.</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. Behaviour Policy is consistent across school. PATHS is consistently taught in KS1 &amp; LKS2 and Mind to be Kind in UKS2</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.</p> <p>PATHS has been proven to have a positive impact. The school's Mental Health support system in place also enables us to address individual concerns promptly.</p> <p>A consistent Behaviour Policy based on Paul Dix approach and staff who are trained in the use of de-escalation strategies and STEPS has proven to be effective.</p>	<p>SENCO to work with Phase Leaders and CTs to ensure appropriate TA structure in place. Senco to provide STEPs or equivalent training.</p> <p>PSHE Lead to monitor effectiveness of PSHE and lead new curriculum developments as part of KWEST PSHE working party.</p> <p>Phase Leaders and HT to monitor, evaluate and review effectiveness of Behaviour policy each term.</p>	<p>SA, BB</p> <p>TA 36 hrs <b>£18,000</b></p> <p>STEPS training <b>£200</b></p> <p>Behaviour Resources- <b>£500</b></p>	<p>April 2020</p>
<p>High aspiration, self - belief and positive behaviours for learning for pupil eligible for PP</p>	<p>Aspirations week in January will launch this and introduce personal development concepts that will be addressed throughout the school.</p>	<p>Self belief, aspirations and positive behaviour for learning enable children to make good progress in their learning. EEF Toolkit has identified the effectiveness of high quality feedback. This has also been evidenced by pupil improvement seen in the school.</p>	<p>Aspirations Week to be planned wb.13.01.20.</p>	<p>SLT <b>£1000</b></p>	<p>April 2020</p>

	Structure of support staff within Phases will enable teachers to spend time with pupils to give quality feedback in relation to self belief and learning behaviours.		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.		
High prior attaining PP children make good progress.	Continue to provide appropriate CPD and resources in support of high prior attaining pupils making good progress.  Use of PiXL resources and therapies.		Work with SLs to provide appropriate CPD for staff. High prior attaining pupils will be identified and tracked each half term in Phase Meetings. Provision for high attaining 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  HPAP resources- <b>£500</b>	April 2020

## 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 that staff have appropriate preparation and delivery time. The impact will be monitored by EYFS Lead and Senco.	AS SA Talk Boost TA10hrs- <b>£5000</b>  Phonics TA 10hrs <b>£5000</b>	April 2020

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.	DM, CE, BB Intervention TA 100 hrs- <b>£50,000</b> ThirdSpace- <b>£3000</b>	April 2020
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. Specialist TA support- AL	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- <b>£2500</b>  Lunchtime group resources- <b>£500</b>  Specialist TA <b>£13,500</b> SEMH Resources- <b>£1000</b>	April 2020
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Attendance has improved and parents are better engaged, resulting in improved progress being made in learning	We have employed a PSA 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.	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. Evidence show that Learning Cafes can engage parents in support of their children's learning, but we are looking to develop these to encourage more parents of PP eligible pupils to attend.	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, eg Domestic Abuse Champion and Solihull and to lead Solihull Parenting programme Class teachers to ensure parents are contacted and encouraged to come to	SW BB PSA cost- <b>£13,600</b>  Attendance Scheme- <b>£300</b>  Learning Cafes <b>£500</b>	April 2020

			Learning Cafes and to monitor attendance and impact.		
<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. Pay for Theatre visits to school and subsidise cost of pantomime. 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>Subsidise visits/panto &amp; Residential, clubs- <b>£6000</b></p>	<p>April 2020</p>
<p>PP children are able to attend school every day, and are appropriately dressed in uniform with PE kit.</p>	<p>Subsidise breakfast and after school club costs and school travel costs where needed. Provide uniform as appropriate.</p>	<p>Some of our children live in circumstances where their barrier to learning is being properly equipped and able to get into school every day.</p>	<p>PSA &amp; HT will be mindful of situations where such support is needed,</p>	<p>BB &amp; MW <b>£2000</b></p>	<p>April 2020</p>
<b>Total budgeted cost</b>					<b>£134,700</b>

## 6. Review of expenditure

Previous Academic Year

2018-2019

### 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
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.</p> <p>Appropriate training will be given to new staff.</p>	<p>All children, including PP children made good progress from their EYFS baseline in speaking and listening, reading and writing. Their ability to retell and perform stories significantly improved over the year.</p> <p>Vocabulary has been a focus in Literacy and across subjects but this needs to be more of a consistent and links made by staff.</p> <p>Pupils' books evidence progression in vocabulary choices.</p>	We will continue with this approach but need to ensure that it remains a focus within planning.	<p>Resources- Vocab £2000</p> <p>T4W- cover for inschool training£300</p> <p>EYFS- Phonic Resources £2000</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>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 gaps and address these as whole class or through PiXL therapies.</p>	<p>Target were met for EYFS and PP children did better than non PP. There were no significant gaps for PP children at end of KS1 and KS2, and PP children made at least expected or above progress</p>	Some PP children do not have access to Bug Club at home and we need to ensure that appropriate Phonics Phase books are taken home by these children.	<p>PiXL-£6000</p> <p>Tackling Tables- £300</p> <p>CPD- cover for in school training £150-DM</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	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.	Behaviour for learning is good overall. This has been seen in lesson observation and learning walks. It is also supported by evidence of progress in pupils' books and tracking data. Individual SEMH needs have been met by teachers and support staff on an ongoing basis, with children of particular concern referred to Senco and Overstrand programme support. Individual case studies evidence significant improvements for specific children.	Pastoral care and the current structure of Phase Team support will remain as it has proved to be working well. Our new Behaviour Policy is ensuring a consistent and calm adult approach. Staff need to continue to receive update training and we have identified the need to revisit our behaviour policy regularly to ensure that it is embedded across the school.  There is the need for further STEPS or similar update training next year,	TA 36 hrs- (S & P)- £17,784  STEPS training£200  Behaviour Resources-£500  CPD- LKS2 staff to Churchill Park-cover -£600
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. Focus on Growth Mindset	This has been managed within classes on an ongoing basis, in conjunction with teachers meeting with pupils to talk for more 'formal meetings' outside the classroom. There is evidence that individuals are improving behaviours for learning and self belief but this	Phase Teams are organised to enable teachers to provide feedback to pupils in the most appropriate way for their class and approach. Many teachers believe this is best achieved through day by day interaction with individuals- but they are able to organise more 'formal' 1:1 meetings as needed.	Growth mindset resources-£1000
High ability PP children make good progress	Provide appropriate CPD and resources in support of high ability making good progress.  Use of PiXL therapies and targeted opportunities	End of Key Stage results show that high prior attaining pupils are still not showing good progress, even when school based evidence reflects that they are working at a higher standard.	All staff have identified high prior attaining pupils and are responsible for targeting these children to enable good progress. PiXL A2 resources have been introduced in support of this .	HAP projects £500

## 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
Improved oral language skills for pupils	121 and small group provision in EYFS- Talk Boost  Phonic intervention in EYFS, Y1 & 2	Positive impact evidenced from small group provision, particularly Talk Boost.  Good impact of Phonics intervention in EYFS and individual year 1 children.	Phonic ntervention was inconsistent in Y1. Phonics Tracker will be implemented to ensure more focused additional support is in place where needed.	Talk Boost TA10hrs-£4940 Phonics TA 10hrs£4940-

<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>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.</p> <p>Third Space Learning provides intervention in Maths for a group of LKS2 pupils</p>	<p>Overall pupils eligible for pupil premium responded well to extra intervention and made good progress from their baselines.</p> <p>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</p> <p>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>Where PiXL interventions were regular there is evidence of impact, however this has not been as consistent as planned due to staff shortage and the need to cover classes.</p> <p>The targeted provision for phonics was not as successful this year as last year.</p> <p>We need to review our organisation of support within our Phase Teams to ensure minimum disruption to consistency of intervention and therapies.</p> <p>Third Space will also be continued due to its positive impact on pupil confidence and progress in maths. This will be aimed at year 5 pupils next year.</p>	<p>Intervention TA 100 hrs- £49400</p> <p>-ThirdSpace- £3000</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. Training for members of Overstrand team. Lunchtime provision- Group Room to support these pupils. Specialist TA for Emotional and Behaviour Support</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 a positive impact and meets the needs of our children- but we have found that we have had to be flexible in our planning for Overstrand groups as we have needed to prioritise certain needs as they arose.</p> <p>We are developing mental health support for our children through training the PSA as a Mental Health Champion and further training is planned for staff to lead and deliver the Shin Time Package in school.</p>	<p>Lunchtime group staff- £2210</p> <p>Lunchtime group resources- £500</p> <p>Specialist TA£13,549</p> <p>Overstrand Resources- £500</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Attendance is improved and parental engagement is supporting the learning of pupils</p>	<p>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 for PSA as appropriate.</p>	<p>Evidence of success in support of individual pupil learning and well-being. A number of parents are now engaging well through input of PSA. The PSA has led up to 9 FSPs each term with the majority resulting in positive impact. Success with specific absentees- overall attendance remains a concern but shows an upward trend.</p>	<p>Clear evidence of success and cost effectiveness means that we will continue to fund PSA. Specific absenteeism remains an issue and will need to continue to be a focus for PSA.</p>	<p>. PSA cost- £13,611 Attendance Scheme-£300</p>
<p>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</p>	<p>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</p>	<p>All PP children who wished to attend the residential were able to do so.  All children took part in Expressive Arts opportunities, within and outside school, eg.Pantomime and local Musical Performances  All children took part in Educational Visits.</p>	<p>Continue to fund but we continue to have concerns re the lack of contributions from some non PP parents. Unfortunately, this may make some opportunities impossible in the future. Further contributions may need to be requested from FROGS</p>	<p>Subsidise visits/panto &amp; Residential, clubs- £6000  <b>OVERALL TOTAL: £130,284</b></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](http://www.aschool.sch.uk)