

Greenfields

Community Primary School,
Nursery & Pre-School



PUPIL PREMIUM STRATEGY STATEMENT for the academic year 2016/17

SCHOOL VALUES STATEMENT

Our school values statement expresses the shared beliefs of our school community and sets out the core purpose of our school:

- To provide inspirational learning opportunities, so that all children can achieve their potential, becoming lifelong learners
- To deliver an enriched, meaningful curriculum that engages and motivates children, fostering a love of learning
- To build strong relationships with parents, carers and community partners to maximise learning experiences for all children
- To ensure children understand their rights and responsibilities, enabling them to make appropriate behaviour choices, showing care and respect for each other and the world around them
- To create a safe, nurturing environment, in which children strive to be the best they can be and feel pride in their achievements, leaving with self belief, aspiration and memories to treasure

BELONG to the Greenfields family, **BELIEVE** in yourself, **ACHIEVE** your potential

SCHOOL CONTEXTUAL INFORMATION (taken from the RAISEonline 2016 Summary Report)

	COMPARISON WITH NATIONAL	COMMENT / EVIDENCE
Number on Roll	<u>Above national average</u> School 378 pupils / National 275 pupils	There are two mixed ability classes in each year group (R to Y6), in addition to a morning and an afternoon nursery class of up to 39 children in each session and a morning and afternoon pre-school class of up to 8 children in each session.
Attainment on entry to school	<u>Broadly typical for developmental age band</u>	Profile results and assessments confirm that, whilst attainment on entry of the majority of pupils is broadly typical for their developmental age band in all areas of learning, there is a significant proportion of pupils with complex needs, particularly in communication, language and literacy. This can result in limited spoken language upon entry, along with considerable personal development needs, e.g. requiring nappy changing at school and dependent upon soothers/comforters
Free School Meals	<u>Above national average</u> School 28.8% / National 25.2%	In 2016 28.8% of pupils were known to be eligible for free school meals, this is a 3.7% increase from 2014 and is the second year that the school FSM figure has been higher than the national average (2015 1.4% higher and 2016 3.6% higher). This is indicative of a school population that increasingly has more complex needs.
Minority Ethnic Groups	<u>Well Below national average</u> School 3.1% / National 31.6%	In 2016 3.1% of pupils were from minority ethnic groups, significantly lower than the national average of 31.6%. 96.9% were White British, far higher than the national White British ethnic group of 69.3%.
First language not English or believed not to be English	<u>Well Below national average</u> School 1.1% / National 20.1%	In 2016 1.1% of pupils' first language was not English or believed not to be English, significantly lower than national average of 20.1%.
Special Educational Needs	SEN Support <u>In line with national average</u> School 11.9% / National 12.1% SEN Statement or EHC plan <u>Below national</u> School 0.5% / National 1.3%	In 2016 11.9% of pupils were receiving SEN support, which is in line with the national average of 12.1%. In addition, 0.5% of pupils had a SEN statement or EHC plan, which was lower than the national average of 1.3%.
Mobility	<u>In line with national average</u>	Stability In 2016 was 84.7%, in line with the national average of 85.7%.
School Deprivation Indicator	<u>In line with national average</u> School 0.19 / National 0.21 Index of Multiple Deprivation: Decile 5 (1 = most deprived and 10 = least deprived)	Whilst the school deprivation indicator is in line with national, these statistics can hide the real context within which the school is working; 191 of our pupils live in areas deemed to be at IMD decile 4 or lower, with 47 pupils living in areas at IMD decile 1 or 2, which are in the 20% most deprived areas nationally. In order to meet children's emotional needs, we deploy two Pupil Support HLTAs to work with the most vulnerable children and families.

1. Summary information					
School	Greenfields Community Primary School				
Academic Year	2016/1	Total PP budget	£69,405	Date of most recent PP Review	N/A
Total number of pupils	370	Number of pupils eligible for PP	121	Date of next internal review of this	Jan 2017

* Allocation from 1/9/16 to 31/3/17

2. Attainment at the end of the 2015/16 academic year:

End of Early Years Foundation Stage (Reception Year):

	Number of pupils eligible for PP funding	Good Level of Development (Prime LG plus Literacy & Maths)		All 17 Early Learning Goals	
		School PP pupils	National not PP	School PP pupils	National not PP
School 2015	8	75%	69%	75%	67%
School 2016	13	62%		62%	

Key Stage 1 - Year 1 Attainment:

11 pupils in Year 1 eligible for PP funding	Reading	Writing	Maths	Expected year group standard in North Tyneside points
School - PP pupils	22.8	22.7	22.9	
School - not PP pupils	23.1	22.9	23	

Year 1 Phonics Check:

	Number of pupils eligible for PP funding	Working at or above expected level	
		School PP pupils	National not PP
School 2016	10	90%	83%

End of Key Stage 1 (Year 2):

15 pupils in Year 2 eligible for PP funding	Reading		Writing		Maths	
	EXS	GDS	EXS	GDS	EXS	GDS
School PP pupils	87%	33%	80%	13%	87%	40%
National not PP	78%	27%	70%	16%	77%	20%

EXS = Expected Standard GDS = Greater Depth than the expected Standard

Key Stage 2 - Year 3 Attainment:

12 pupils in Year 3 eligible for PP funding	Reading	Writing	Maths	Expected year group standard in North Tyneside points
School - PP pupils	28.3	27.7	28.2	
School - not PP pupils	28.9	28.5	28.9	

Key Stage 2 - Year 4 Attainment:

21 pupils in Year 4 eligible for PP funding	Reading	Writing	Maths	Expected year group standard in North Tyneside points
School - PP pupils	30.6	30.3	30.6	
School - not PP pupils	31.8	31.7	31.8	

Key Stage 2 - Year 5 Attainment:

13 pupils in Year 5 eligible for PP funding	Reading	Writing	Maths	Expected year group standard in North Tyneside points
School - PP pupils	34.7	34.3	34.2	
School - not PP pupils	35.4	35.0	35.1	

End of Key Stage 2 (Year 6):

9 pupils in Year 6 eligible for PP funding	Reading		Writing		Maths	
	EXS	GDS	EXS	GDS	EXS	GDS
School - PP pupils	56%	0%	56%	22%	56%	11%
National not PP	71%	23%	79%	18%	75%	20%

EXS = Expected Standard

GDS = Greater Depth than the expected Standard

Attendance Information:

	Overall Absence		% Persistent Absentees (below 90% attendance)	
	School PP pupils	National not PP	School PP pupils	National not PP
School 2014	6.6%	3.3%	7.2%	1.7%
School 2015	7.9%	3.5%	17.3%	1.7%
School 2016	4.4%		12.7%	

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school)

- A. Typically, our PP cohorts across the school vary considerably in ability. However, we have a proportion of children who are entitled to funding but who also may be more able, or have additional needs. We are therefore committed to ensuring that these and all children are challenged to meet their full potential, access the most effective support from the most appropriate professional, maintain their progress across a range of subjects and across each key stage.

Cohort 2016 /17	Number in year group	% children eligible for PP funding		% of children eligible for PP funding and who are more able		% of children eligible for PP funding and on the SEN register	
Reception	37	13/37	35%	0/13	0%	0/13	0%
Year 1	55	16/55	29%	2/16	12%	4/16	25%
Year 2	48	12/48	25%	2/12	17%	2/12	17%
Year 3	44	17/44	39%	2/17	12%	1/17	5%
Year 4	46	13/46	28%	1/13	8%	3/13	23%
Year 5	20	20/39	51%	0/20	0%	7/20	35%
Year 6	40	14/40	35%	1/14	7%	2/14	14%

- B. In 2015/16, the attainment of children eligible for the PP funding in **Y3** was approximately one term behind the expected year group standard in **writing**.
The attainment of children eligible for the PP funding in **Y4** was approximately one term behind the expected year group standard in **reading**.
In 2015/16, approximately two terms behind the expected year group standard in **writing** and approximately one term behind the expected year group standard in **maths**.
Consequently, there must be the expectation that these children will be given the additional support to ensure that they are all able to 'catch up' quickly in **Y4 and Y5 in 2016/17**. However, it must be noted that there are higher numbers of children eligible for PP funding and on the SEN register in these cohorts (see table above).

- C. In 2015/16, children eligible for the PP funding in **Y3** did not make sufficient progress to diminish the difference between the standard they achieved and the expected year group standard in **reading**, in **writing** or in **maths**.
Children eligible for the PP funding in **Y4** did not make sufficient progress to diminish the difference between the standard they achieved and the expected year group standard in **maths**.
Children eligible for the PP funding in **Y5** did not make sufficient progress to diminish the difference between the standard they achieved and the expected year group standard in **reading** or in **maths**.
Consequently, there must be the expectation that these children will be given the additional support to diminish these differences in **Y4, Y5 and Y6 in 2016/17**.

External barriers *(issues which also require action outside school)*

D. Attendance for children eligible for the PP funding is below the national average for children for whom the PP funding does not apply.

4. Desired outcomes		Success criteria
A.	Children who are both SEN and PP make progress in line with their peers over one academic year (at least 3 'North Tyneside' points)	All pupils eligible for PP and SEN make at least good progress from their starting points across a range of subjects.
B.	Children eligible for the PP funding make rapid progress so that their attainment is in line with year group standards.	All pupils eligible for PP in the 2015/16 Y3 and Y4 cohorts 'catch up' quickly so that they meet year group standards in reading, writing and maths in Y4 and Y5.
C.	Children eligible for the PP funding, who have 'fallen behind' make rapid progress in order to diminish the difference between the standard they achieve and the expected year group standard	All pupils eligible for PP in 2015/16 Y3, Y4 and Y5 cohorts make at least good progress in reading, writing and maths in Y4, Y5 and Y6 so that the difference between the standard they achieve and the expected year group standard is diminishing.
D.	Attendance for children eligible for the PP funding is at least in line with the national average for children for whom the PP funding does not apply.	Children who are eligible for PP funding have attendance that is equal to that of their non-PP eligible peers. The difference in attendance % has diminished.

5. Planned expenditure

Academic year

2016/17

The table below demonstrates how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of Teaching for All

Total budgeted cost = £ 12,000

Desired outcome	Chosen action / approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	When we will review implementation
To constantly demand more of pupils, supporting any child who is falling behind; enabling almost all to catch up.	Review of SEND & GT systems and processes within school to ensure appropriate and accurate identification of children who require additional support.	<ul style="list-style-type: none"> outcomes and recommendations from SEND health-check (2015/ 2016) evaluation/review of internal systems (June 2016) data evidence 2015/2016 	<ul style="list-style-type: none"> follow up SEND review ... so we see ... SEND &GT systems that identify children earlier SEND systems that have a positive impact on pupil progress 	LT/ED	October 2016
	Children who are identified as having additional needs have IEPs or Challenge plans to ensure their needs are met.	<ul style="list-style-type: none"> IEP not in place data evidence for HA children 	<ul style="list-style-type: none"> SLT monitoring as part of QA plan half termly data monitoring book scrutiny evidence for focus children learning observations SMT case study evidence and evaluation ... so we see ... classes that have high quality IEP/Challenge plans that impact on pupil progress parents/carers engaged and included in the support process differences in progress and attainment of pupils are diminished proportions of children exceeding are greater 	LT/ED	Half termly

	<p>Staff are skilled at identification of children who may be falling behind or at risk of falling behind and are able to plan careful and specific interventions to address their needs.</p>	<ul style="list-style-type: none"> • introduction of new systems - support for staff** • intervention impact data • 2015/16 data incl. attitude data 	<ul style="list-style-type: none"> • SLT monitoring as part of QA plan • half termly data monitoring • book scrutiny evidence for focus children • learning observation • SMT case study evidence and evaluation • TA performance management <p>... so we see ...</p> <ul style="list-style-type: none"> • fewer children at risk of underachievement • fewer children under achieving • interventions having demonstrable impact on pupil progress and attainment • staff who can identify specific interventions to best meet the needs of pupils 	LT/ED	Half termly
	<p>To ensure that systems to identify underachievement highlight children who are more able and who need additional challenge.</p>	<ul style="list-style-type: none"> • intervention impact data • 2015/16 data incl. attitude data 	<ul style="list-style-type: none"> • IPP are reviewed half termly according to need <p>... so we see ...</p> <ul style="list-style-type: none"> • differences in progress and attainment of pupils are diminished • proportions of children exceeding are greater 	KC	Half termly
	<p>Create robust internal referral systems to highlight areas of support for children with additional needs.</p>	<ul style="list-style-type: none"> • staff feedback • parental feedback • outcomes and recommendations from SEND health-check (2015/16) • evaluation/review of internal systems (June 2016) 	<ul style="list-style-type: none"> • clear graduated approach to SEND & GT • robust systems that ensure no child is left behind <p>... so we see ...</p> <ul style="list-style-type: none"> • differences in progress and attainment of pupils are diminished 	LT/ED	Termly

To provide challenges within learning that enable children in all year groups to make substantial and sustained progress, considering their different starting points across a range of subjects.	Systems to allow children to reflect upon their own learning behaviours across the curriculum; identifying strengths and areas for their own development.	<ul style="list-style-type: none"> • SLT QA • Behaviour and attitude data • Book scrutiny evidence 	<ul style="list-style-type: none"> • SLT monitoring as part of QA plan <p>... so we see ...</p> <ul style="list-style-type: none"> • children that have positive approach to learning • children that demonstrate increased emotional resilience to learning • children that demonstrate reflection and the ability to evaluate and problem solve 	LT/ED	Half termly
	Assessment for Learning is used by staff rigorously to impact on learning and progress.	<ul style="list-style-type: none"> • SLT QA • data evidence 2015/16 • Book scrutiny evidence 	<ul style="list-style-type: none"> • SLT QA <p>... so we see ...</p> <ul style="list-style-type: none"> • learning and progress clearly evidenced through children's work in books • children that demonstrate resilience in their learning • school that delivers a consistent approach to Assessment for Learning • fewer children at risk of underachievement • fewer children under achieving • differences in progress and attainment of pupils are diminished 	ED	Weekly
	Leadership analyse group data and feed this back to staff at all levels.	<ul style="list-style-type: none"> • increased staff accountability for individual children • staff at all levels are aware of target children 	<ul style="list-style-type: none"> • SLT QA activities • progress and attainment data <p>... so we see ...</p> <ul style="list-style-type: none"> • fewer children at risk of underachievement • fewer children under achieving • differences in progress and attainment of pupils are diminished 	LT/ED	Half termly

	The curriculum is planned in a way that challenges the depth and breadth of understanding across a range of subjects.	<ul style="list-style-type: none"> • staff understand the importance of contextualizing learning opportunities • children have the opportunity to apply their learning • equal importance is given across the curriculum 	<ul style="list-style-type: none"> • subject leader QA • annual pupil report data ... so we see ... • school with a broad curriculum with clear progress across a range of subjects • children that have a broad range of skills and knowledge • children with the aptitude and desire to learn 	KC/ sub leaders	Termly
	Children's progress is tracked and monitored half termly and shared with staff.	<ul style="list-style-type: none"> • increased staff accountability for individual children • staff at all levels are aware of target children 	<ul style="list-style-type: none"> • SLT QA activities • progress and attainment data ... so we see ... • fewer children at risk of underachievement • fewer children under achieving • differences in progress and attainment of pupils are diminished 	LT/ED	Half termly

ii. Targeted Support

Total budgeted cost = £ 77,500

Desired outcome	Chosen action / approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	When we will review implementation
Children eligible for PP in the 2015/16 Y3 and Y4 cohorts 'catch up' quickly so that they meet year group standards in reading, writing and maths in Y4 and Y5.	Change to curriculum planning and delivery of maths in KS2 to reflect best practice research in securing children's' mathematical understanding.	<ul style="list-style-type: none"> • 2015/16 data • SLT QA • annual pupil report data • evidence from other schools using practical approaches to maths as good examples • whole school staff training and follow up support to implement change in curriculum • staff subject knowledge challenge weekly 	<ul style="list-style-type: none"> • subject leader QA • annual pupil report data • SLT QA activities • progress and attainment data ... so we see ... • children with a better understanding of mathematical concepts • children that can apply concepts across a range of subjects • children entering their respective year groups developmentally ready to tackle the appropriate age related content 	HL/ST/ED/LT	Half termly

<p>Children eligible for PP in 2015/16 Y3, Y4 and Y5 cohorts make at least good progress in reading, writing and maths in Y4, Y5 and Y6 so that the difference between the standard they achieve and the expected year group standard is diminishing.</p>	<p>Weekly monitoring of practice within classes</p> <p>Support provided for teachers with English leader in school</p> <p>Reading curriculum focus in school-reading enquiry</p> <p>IPP in place to minimise underachievement</p> <p>Effective individualised support to children</p>	<ul style="list-style-type: none"> • 2015/16 data • SLT QA • annual pupil report data • evidence from other schools using practical approaches to maths as good examples • whole school staff training and follow up support to implement change in curriculum • staff subject knowledge challenge weekly 	<ul style="list-style-type: none"> • SLT QA activities • progress and attainment data <p>... so we see ...</p> <ul style="list-style-type: none"> • fewer children at risk of underachievement • fewer children under achieving • differences in progress and attainment of pupils are diminished 	<p>HL/ST/ED/LT</p>	<p>Weekly</p>
<p>Any children who have 'fallen behind' make rapid progress so that the difference is diminished between their progress and their non-PP peers.</p>	<p>Effective individualised support to children who have fallen behind, with a focus on their specific area of need. No reliance on published schemes.</p>	<ul style="list-style-type: none"> • learning observation data • 'child review' • staff subject knowledge information • staffing structure • 2015/16 data • SLT QA 	<ul style="list-style-type: none"> • SLT QA activities • progress and attainment data <p>... so we see ...</p> <ul style="list-style-type: none"> • fewer children at risk of underachievement • fewer children under achieving • differences in progress and attainment of pupils are diminished 	<p>LT/ED</p>	<p>Half termly</p>

iii. Other Approaches

Total budgeted cost = £ 29,500

Desired outcome	Chosen action / approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	When we will review implementation
Continue to improve attendance for children eligible for the PP funding at least in line with National Average for children whom the PP funding does not apply.	SLT review attendance data/register input weekly to ensure consistency of the policy.	<ul style="list-style-type: none"> • importance and commitment to raising attendance % • SLT have weekly information about individual children to target support 	<ul style="list-style-type: none"> • attendance data review half termly ... so we see ... • families and children that are provided individual support • daily/weekly dialogue between staff regarding at risk children 	ED	Weekly
	Robust first-day response system in place that challenges absence and poor punctuality. Any child absent has been contacted by 9:45am	<ul style="list-style-type: none"> • importance and commitment to raising attendance % • SLT have weekly information about individual children to target support • pastoral support able to follow up absences with intervention sessions 	<ul style="list-style-type: none"> • progress and attainment data ... so we see ... • fewer children falling behind • fewer children absent for whole days • children who have been absent are given the opportunity to 'catch up'. 	ED	Weekly
	Provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning.	<ul style="list-style-type: none"> • importance and commitment to raising attendance % • SLT have weekly information about individual children to target support • pastoral support able to follow up absences with intervention sessions 	<ul style="list-style-type: none"> • progress and attainment data ... so we see ... • fewer children falling behind • fewer children absent for whole day • children who have been absent are given the opportunity to 'catch up'. 	ED	Weekly

Previous Academic Year: 2015/16			
Desired outcome	Chosen action / approach	Lessons learned	Cost
Improve attendance so that it is above the National Average 96.4%	To introduce a rigorous attendance monitoring system lead by our pastoral HLTAs. This involves implementation of 'first day response' attendance monitoring, attendance data collection and monitoring, 'traffic light' monitoring and communication with parents and carers to support with improving attendance. We are also able to support families in practical ways to improve attendance, such as collecting children in the mornings.	The initial establishment of the systems within school has been very intensive of staff time. We have found that now parents and staff are more familiar with the rigorous approach this has taken less time and so will be more manageable to carry forward into the following academic year. In 2016/20167, we would like to focus more specifically on children presenting as PP PA, working in collaboration with outside agencies to provide a joined-up approach.	£29,704
Ensure that children make at least good progress given their starting points.	We are committed to ensuring our children are taught in single age classes. Looking at the impact data from last year we know that this has had an impact on the progress of children who are eligible for Pupil Premium funding. The money is being used towards employing qualified teachers to ensure that all children are taught in single age year groups.	Our priority continues to be ensuring that children have a quality 'daily diet'. Our data shows that this has worked very effectively in the year groups where we have targeted the support in relation to previous year's data. We will continue to support staff with CPD and ensure that where there has been a change in staff they are supported fully to provide a high quality experience for the children.	£76,800
	To deploy two HLTAs to specifically support our 'disadvantaged' children in English and maths. We look at our half termly data and deploy them according to need.		
	To continue to implement the specific interventions that have had the most notable academic impact, e.g. Lexia		
	To support staff in their professional development - including engagement, assessment, subject specific support and individualised consultant time.		
	To provide CPD to support staff in changes to assessment criteria within school, so that we can be sure that work is being pitched appropriately and that teachers are able to plan next steps to the best effect.		

To support children with additional needs	To buy into school support from the LA school Improvement service to ensure that staff have regular and up to date training specific to key educational developments. Educational Psychology time to ensure that our most vulnerable children have additional support to access the most appropriate funding to support them in school. Education Welfare Officer time to support pupils at risk of becoming Persistent Absentees.	We will continue to buy into support from the LA in collating evidence for SEN referrals. In reviewing SEN procedures within school, we will look to buy into additional support from the relevant professionals to support applications for additional funding for children with additional needs.	£4000
To enrich the curriculum	To fund/subsidise curriculum visits and visitors to support the Enquiry based curriculum that is based upon children determining the direction of their own learning, helping them to understand the concepts and secure the context for their learning.	We will continue to enrich the curriculum and support behaviours for learning for individuals as we recognize that barriers and differences are not isolated to academic achievement.	£3500
To provide pastoral support to children and families	To support the implementation of our behaviour for learning system and support with attendance prizes.		£1500
	To purchase personalised resources as and when they may be required by specific families, e.g. new school jumpers, P.E kits etc.		£500
To improve early reading habits in EYFS	To provide a 10 week 'Book Happy' Reading project in Early Years, to develop positive reading behaviours in Nursery and Reception. The program involves engaging parents and carers with good reading habits from an early age, broadening the children's experience and literary knowledge. The program also enables our staff with professional development opportunities as they are part of the sessions with the specialist teachers. We have seen from the impact case studies that this programme had a very positive impact on the children.	This was an effective short term intervention that has provided staff with some useful training in developing early reading approaches for children, however, in supporting areas of EYFS development from a whole school perspective	£3000