

Greenfields Community Primary School

**PUPIL PREMIUM FUNDING SUMMARY STATEMENT
ACADEMIC YEAR 2015/16**

Background Information

The aim of Pupil Premium funding is to:

- reduce the attainment gap between the highest and lowest achieving pupils nationally
- increase social mobility
- enable more pupils from disadvantaged backgrounds to go to the top Universities

Schools are required to say how Pupil Premium funding is spent and what impact it has on the progress of disadvantaged pupils.

For the financial year 2016/17, the school will receive £1323 for each eligible pupil, £1900 for children who are 'Looked After', £300 for service children and approximately £300 for eligible 3 and 4 year olds.

Eligible children at Greenfields 2015/16	
Nursery	21%
Reception	23%
Year 1	24%
Year 2	36%
Year 3	29%
Year 4	48%
Year 5	28%
Year 6	21%
Whole school	29%
2015 National Average	26%

Financial Year	School funding	Academic Year	School funding
2011/12 April 11 to March 12	£26,840	2010/11 Sept 10 to Aug 11	£11,183
2012/13 April 12 to March 13	£43,610	2011/12 Sept 11 to Aug 12	£33,827
2013/14 April 13 to March 14	£67,610	2012/13 Sept 12 to Aug 13	£53,610
2014/15 April 14 to March 15	£100,339	2013/14 Sept 13 to Aug 14	£81,247
2015/16 April 15 to March 16	£117,785	2014/15 Sept 14 to Aug 15	£107,608
2016/17 April 16 to March 17	£118,980	2015/16 Sept 15 to Aug 16	£118,283

Pupil Premium Spending 2015/2016

This year we are building on the successes of last year's work to ensure that our Pupil Premium funding allocation is used to best effect. We have evaluated the strategies we put into place last year and have looked at our whole school priorities for this year.

£29,704	To introduce a rigorous attendance monitoring system lead by our pastoral HLTA. 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.
£29,878	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.
£29,704	To deploy two HLTA to specifically support our 'disadvantaged' children in English and maths. We look at our half termly data and deploy them according to need.
£7,000	To continue to implement the specific interventions that have had the most notable academic impact, e.g. Lexia
£6,500	To support staff in their professional development - including engagement, assessment, subject specific support and individualised consultant time.
£4,000	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.
£3,000	To provide a 10 week 'Book Happy' Reading project in Early Years, to develop positive reading behaviours in Nursery and Reception. The programme involves engaging parents and carers with good reading habits from an early age, broadening the children's experience and literary knowledge. The programme 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 from last year that this programme had a very positive impact on the children.
£3,500	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.
£3,000	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.
£1,500	To support the implementation of a new behaviour for learning system and support with attendance prizes.
£500	To purchase personalised resources as and when they may be required by specific families, e.g. new school jumpers, P.E kits etc.

Impact of Pupil Premium Spending 2015/2016

Desired outcome	Chosen action / approach	Lessons learned
Improve attendance so that it is above the National Average 96.4%	To introduce a rigorous attendance monitoring system lead by our pastoral HLTA. 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 2016/2017, 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.
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 funding goes 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.
	To deploy two HLTA 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.
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 a context for 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.
To provide pastoral support to children and families	To support the implementation of our behaviour for learning system and support with attendance prizes.	
	To purchase personalised resources as and when they may be required by specific families, e.g. new school jumpers, P.E kits etc.	
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

Impact of Pupil Premium Spending on Pupil Outcomes in 2015/2016

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 2014	6	50%	64%	33%	61%
School 2015	8	75%	69%	75%	67%
School 2016	13	62%	not yet available	62%	not yet available

Year 1 Phonics Check:

	Number of pupils eligible for PP funding	Working at or above expected level	
		School PP pupils	National not PP
School 2014	11	73%	78%
School 2015	13	100%	80%
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

In the 2016 Inspection Dashboard, the following strengths were identified with regard to those pupils eligible for Pupil Premium funding:

- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national figures for other pupils.
- For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils.

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%

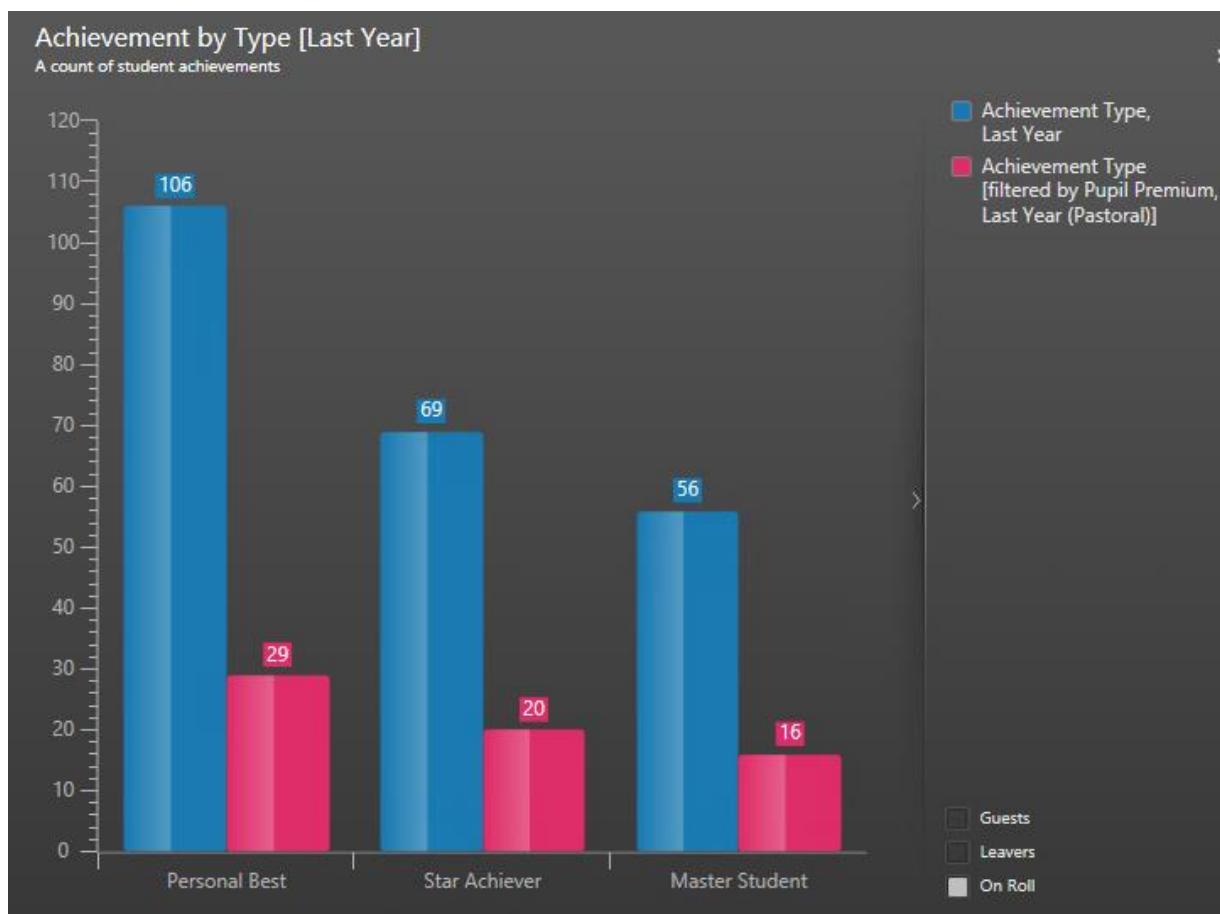
EXS = Expected Standard GDS = Greater Depth than the expected Standard

Attendance Information:

	Overall Absence		% Persistent Absentees (below 90% attendance)	
	School PP pupils	National not PP	School PP pupils	National not PP
School 2015	7.9%	3.5%	17.3%	1.7%
School 2016	4.4%	not yet available	12.7%	not yet available

Other achievements of pupils eligible for Pupil Premium funding:

Approximately 29% of our pupils were eligible for pupil premium funding in 2015/16, therefore we analysed our rewards data to find out how the proportions compared.



- 29 of the 106 'Personal Best' certificates that were awarded in 2015/16 were to pupils eligible for pupil premium funding (27.4%).
- 20 of the 69 'Star Achiever' awards that were presented in 2015/16 were to pupils eligible for pupil premium funding (30%).
- 16 of the 56 pupils who were awarded 'Masters Student' scrolls in 2015/16 were eligible for pupil premium funding (28.6%).

The data indicates that our pupil premium pupils are achieving equally as well as other pupils.