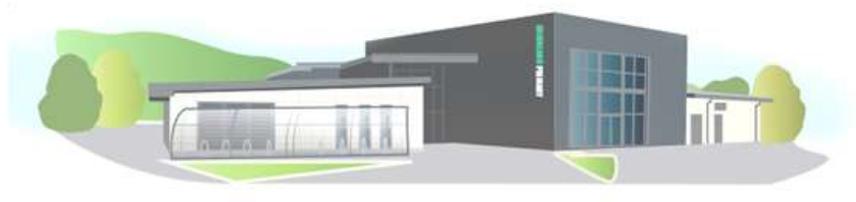




# Pupil Premium Funding 2018- 2019



## CONTEXT

Greenland Community Primary is an average sized primary school which is located in Stanley in County Durham. The school moved into a purpose built new build in Sept 2013. As of 1<sup>st</sup> January 2017 Greenland became part of a Multi-Academy Trust (Stanley Learning Partnership).

The school draws its intake, in the main, from the wards of South Moor and Craghead and South Stanley. These wards have very high levels of social and economic disadvantage. School Deprivation Index (SDI) 0.35 compared to the national rate of 0.21.

There is a greater than average eligibility for Pupil Premium 57% (National rate is 25.2%) tellingly, the percentage for FSM is increasing which represents the changing population of both the local community and school. Percentage of pupils with SEND is currently at 12%.

Since school faces a range of challenges, resulting from degeneration of the local area, it aims to:

- Provide broad and balanced learning experiences which enable pupils to develop socially, emotionally, spiritually and academically.
- Promote a strong ethos of inclusion and aims to ensure that all pupils achieve their full potential.
- Work effectively with external agencies to support pupils with a wide range of complex additional needs.
- Build strong partnerships with organisations within the local community including the local church and chapel, the library, plant nursery and local forest school.
- Involve parents and carers in all aspects of school life so they can support their children's learning.

The amount of Pupil Premium received for this academic year is £221,860

### Proportions of disadvantaged pupils in each year groups

	<b>EYFS</b>	<b>Yr1</b>	<b>Yr2</b>	<b>Yr3</b>	<b>Yr4</b>	<b>Yr5</b>	<b>Yr6</b>
%PP	25%	19%	48%	60%	51%	56%	55%



Summary Information					
School:	Greenland Community Primary School				
Academic Year:	2018 – 2019	Total PP budget:	£221,860 (provisional)	Date of most recent PP review:	Sept 2018
Total number of pupils:	340	Total eligible for PP:	170	Date for next internal review:	Feb 2019

Current attainment – Summer term 2018 data			
		Pupils eligible for PP %	Non PP
Year 6 SATS	% achieving at or above in reading, writing and numeracy	76%	93%
	% achieving at or above in reading	88%	93%
	% achieving at or above in writing	84%	93%
	% achieving at or above in numeracy	96%	100%
Year 2 SATS	% achieving at or above in reading	69%	100%
	% achieving at or above in writing	62%	94%
	% achieving at or above in numeracy	76%	89%
Year 1 Phonics	% passing the phonics screening test	81%	100%
EYFS	% achieving a good level of development	60%	81%

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	For some pupils eligible for pupil premium, their emotional readiness for learning is a barrier to their progress. This is often due to personal and social trauma/poor home environment. These children have support from TAF and/or social care/pastoral support.
B	75% of pupil premium are also on the SEN register
External barriers (issues which also require action outside school such as low attendance rates)	
C	High levels of deprivation results in pupils having limited opportunities to access experiences that enhance their vocabulary for reading and writing. Improved emotional well-being and academic achievement for those experiencing social and emotional barriers to learning allowing them full access to curriculum and improved achievement.
D	Attendance – 4% of the children are eligible for pupil premium are PA. Attendance Officer and EWO involvement to reduce this figure if further absence occurs.



Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	Improved emotional wellbeing and academic achievement for pupils experiencing social and emotional barriers to learning allowing them full access to curriculum.	Disadvantaged pupils with social and emotional barriers to learning will make rapid progress and a greater % will achieve AGE
B	Diminish the in school gap between pupils who are eligible for PP and have SEN in reading, writing and numeracy.	Gap will reduce across the year and these pupils will become more broadly in line with all pupils
C	Higher proportion of pupils in EYFS reach GLD	Pupils are more able to access learning and make progress in line with National and non-PP pupils.
C	Reduce difference between PP and non-PP particularly in writing and reading in KS1 and KS2	Pupils eligible for PP make as much progress as 'other' pupils across Y1 – Y6 in reading and writing. This will be measured by teacher assessments and moderations. Increased number of PP children working within age related expectations.
D	Continue to improve attendance for PP and reduce PA	Identified PP pupils have a similar attendance rate as all other children.

Planned Expenditure					
Academic Year	2018 - 2019				
Improving classroom pedagogy, provide targeted support and support whole school strategies using PP					
Quality of teaching for all					
Desired Outcome	Chosen action/approach	Objective/Description	Staff Lead	Cost	Impact/evaluation
Higher % of PP pupils to achieve and exceed standard at end of each year group	Additional TA support in every class every morning for teaching of core subjects	Proportion of pupils to achieve and exceed in reading, writing and numeracy increases and is closer to non-PP pupils	KA - data	£95,000	<u>EYFS Outcomes July %</u> 13 pupils Reading – 69% Writing – 69% = close to national other Number – 69% GLD – 69% (+25% from 2017)
Improved emotional/ social wellbeing and academic achievement	Listening Matters Relaxed Kids Emotional Literacy Getting Along Attachment Awareness	Upskill staff to deliver emotional and social activities to reduce barriers to learning allowing these pupils full access to a broad and balanced curriculum.	CG - SEN AML Head of School	£24,000	<u>Year 1 Phonics</u> 10 pupils Phonics – 100% = well above national other pupils
Higher proportion of PP pupils exiting EY with GLD	NQT Additional TA support across year group to ensure high quality instant	Opportunities to have more 1:1 and small group access to an adult to enhance learning.	AS – EYFS lead	£45,000	<u>KS1 Outcomes July %</u> 22 pupils Reading – 50% Writing – 50%



	feedback in order to move pupils on in their learning journey. Small group interventions.				<p>Numeracy – 64% Below national other pupils but overall good progress from exit of EYFS.</p> <p><u>KS2 Outcomes July %</u> <u>28 pupils</u> Reading – 64% below national other Writing – 89% above national other Numeracy – 96% above national other GPS – 93% above national other RWN combined – 64% (national other 71%) In GPS and Numeracy a higher proportion than other pupils nationally reached the higher standard. The % in reading and writing reaching higher standard was broadly in line. RWN at higher standard was 14% which is slightly above other pupils nationally.</p>
Total budgeted cost =					£ 164,000

Other approaches					
Desired Outcome	Chosen action/approach	Objective/Description	Staff Lead	Cost	Impact/evaluation
Improve vocabulary for reading and writing which will enrich life experiences and impact upon their language development, personal and social development and achievement	<p>Visits - to provide hooks for curriculum.</p> <p>Visitors to school – including Jet &amp; Ben, authors, scientists, police, fire brigade, road safety</p>	Involvement in additional enriching experiences to contribute to pupils' interests and motivation, to encourage engagement in activities and improve percentage of pupils achieving AGE in writing.	<p>Class teachers</p> <p>KS leads</p>	£5,000	<p>64% reached expected standard at end of KS2 in reading. 89% reached expected standard at end of KS21 in writing. Targeted interventions for reading remain a focus for 2019-20. Actions taken to support PP pupils reaching higher standard were successful and in line with other pupils nationally.</p>
<p>Improve overall attendance figures.</p> <p>Reduce the number of 'late' pupils.</p>	<p>AML to monitor alongside Attendance Officer.</p> <p>Legal proceedings followed for PA.</p>	Monitored attendance of identified PP pupils and provide family support to overcome barriers to attending school.	AML Head of School	<p>Attendance officer</p> <p>£29,000</p>	<p>Initial attendance figures show attendance for PP pupils was even better in 2018-19 (96.8%) Persistent absentee continued to reduce (-11% from 2017) 4 PP families with low attendance were placed on contracts.</p>



Reduce the % of PA.	First day response provision by Attendance Officer.  Reward good attendance and 100% – certificates, weekly prize draws, non-uniform days.			£8,000	
Improve attendance and life experiences for pupils	Additional support for parents – NUFC Family Values program  Extended school provision – breakfast club and wide range of after school clubs	Reduce level of persistent absentee.  Increased parental involvement and support	AML – Head of School	£15,000	12 families participated, alongside their child, in the numerous NUFC adult learning and parent programs across the year.
Provide extra-curricular residential trips for KS2	Pooley Bridge camping for Years 3 and 4 Robinwood Adventurous Camp for Years 5 and 6 France Ski trip for Year 6	Enrichment of experiences which will impact on language development, personal/social development and achievement in basic skills across the curriculum.		£22,800	Residential trips were organised for Years 5 and 6 to attend Robinwood Adventurous Activity Centre (24 children) and Year 6 to go skiing in France (31 children).
Support PP families	Provide support with school uniform, school trips, breakfast club and after school provision.	Pupils are in school well equipped to learn.		£30,000	Approx. 100 pupils a day accessed the free breakfast provision.  After school provision was extended to provide more clubs as well as wrap around. Each night there were approx. 210 pupils accessing this provision.
Total budgeted cost =				£ 304,800	



Greenland Community Primary School is proud to be part of [Stanley Learning Partnership LTD](#) (Trading as Stanley Learning Partnership)  
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