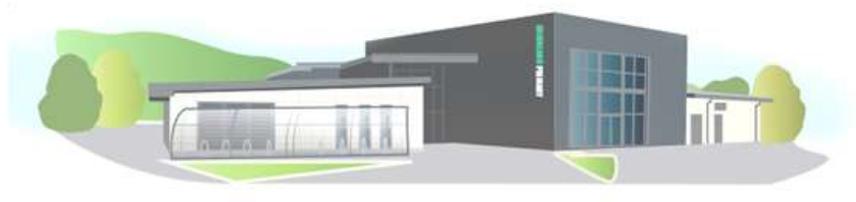




Pupil Premium Funding 2019- 2020



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 1st 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 43% (National rate is 22.5%). Percentage of pupils with SEND is currently at 17% (not including EYFS as of Sept 2019).

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 £192,720.

Proportions of disadvantaged pupils in each year groups

	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
%PP	36%	26%	20%	52%	63%	55%	59%



Summary Information					
School:	Greenland Community Primary School				
Academic Year:	2019 – 2020	Total PP budget:	£192,720 (provisional)	Date of most recent PP review:	Sept 2019
Total number of pupils:	340	Total eligible for PP:	157	Date for next internal review:	Feb 2020

Current attainment – Summer term 2018 data			
		Pupils eligible for PP %	Non PP
Year 6 SATS	% achieving at or above in reading, writing and numeracy	64%	82%
	% achieving at or above in reading	64%	82%
	% achieving at or above in writing	89%	86%
	% achieving at or above in numeracy	96%	100%
Year 2 SATS	% achieving at or above in reading	50%	86%
	% achieving at or above in writing	50%	79%
	% achieving at or above in numeracy	64%	89%
Year 1 Phonics	% passing the phonics screening test	100%	91%
EYFS	% achieving a good level of development	69%	76%

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	79% of pupil premium are also on the SEN register.
C	High levels of deprivation result in pupils having limited opportunities to access experiences that enhance their vocabulary for reading and writing.
External barriers (issues which also require action outside school such as low attendance rates)	
D	Attendance – 2% 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 ARE.
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	To provide experiences for pupils that enhance their vocabulary to impact on their work across the curriculum, particularly reading and writing.	More PP pupils reach ARE, particularly by end of KS1 in reading and writing and by the end of KS2 in reading. Pupils eligible for PP make as much progress as 'other' pupils across Y1 – Y6 in reading and writing.
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		2019 - 2020			
Improving the quality of education including targeted support and other whole school strategies.					
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, particularly in reading and writing.	TA support in every class every morning for teaching of core subjects. Additional support in Y3.	Proportion of pupils to achieve and exceed ARE particularly in reading, writing and numeracy increases and is closer to non-PP pupils.	KA - data	£90,000	
Pupils acquisition of a wider range of vocabulary increases.	Whole school focus on vocabulary across all subjects.				
Improved emotional/ social wellbeing and academic achievement.	Listening Matters Relaxed Kids Emotional Literacy Getting Along Attachment Awareness Neuro Champions NUFC Learning	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	£20,000	
PP with SEN achieve					



best possible outcomes.					
Total budgeted cost =					£ 110,000

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 & 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 ARE in writing.	<p>Class teachers</p> <p>KS leads</p>	£6,000	
<p>Maintain overall attendance figures.</p> <p>Reduce the number of 'late' pupils.</p> <p>Reduce the % of PA.</p>	<p>AML to monitor alongside Attendance Officer.</p> <p>Legal proceedings followed for PA.</p> <p>First day response provision by Attendance Officer.</p> <p>Reward good attendance and 100% – certificates, weekly prize draws, non-uniform days.</p>	Monitored attendance of identified PP pupils and provide family support to overcome barriers to attending school.	GS – Attendance Officer	<p>Attendance officer</p> <p>£29,000</p> <p>£5,000</p>	
Improve life experiences for pupils.	<p>Additional support for parents – NUFC Family Values program</p> <p>Extended school provision – breakfast club and wide</p>	<p>Reduce level of persistent absentee.</p> <p>Increased parental involvement and support</p>	AML – Head	£12,000	



	range of after school clubs				
Provide extra-curricular residential trips for KS2	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.		£18,500	
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	
				Total budgeted cost =	£ 100,500



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