



Pupil Premium Grant Expenditure: 2016-2017



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 61% (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 15%.

Following changes to the determination of SEND support this number has significantly reduced from this time last year (reporting 29% SEND).

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 £176,000

Proportions of disadvantaged pupils in each year groups

	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
%PP	33	49	55	50	62	65	61

Attendance

	2014				2015				2016			
	Absence %		PA 15%		Absence %		PA 10%		Absence %		PA 10%	
	School	National	School	National	School	National	School	National	School	National	School	National
FSM	6	5.1%		5.6%	5.2	5.1%	15	5.6%	6.5		21.5	
All	5.2	3.3%		1.7%	4.8	3.3%	12.3	1.7%	5.8	3.9	17.9	8.8



Outcomes

Early Years - Percentage of pupils achieving GLD

	2014		2015		2016	
	School	National	School	National	School	National
All Pupils	41	61%	58	66%	70	70
Disadvantaged	15	-	44	-	70	-
Non Disadvantaged	58	64%	67	69%	71	72
Difference	-43	-49	-23	-25	-1	-2

Reception (2016) proportions reaching ARE compared to those meeting ARE on entry

		Proportion at ARE on entry	Proportion at ARE at the end of Reception	
Reading	All	9	75	
	Disadvantaged	3	74	+71
	Other	20	75	+55
	Difference	-17	-1	

		Proportion at ARE on entry	Proportion at ARE at the end of Reception	
Writing	All	21	70	
	Disadvantaged	16	70	+54
	Other	33	71	+38
	Difference	-17	-1	

		Proportion at ARE on entry	Proportion at ARE at the end of Reception	
Maths	All	11	75	
	Disadvantaged	3	78	+75
	Other	27	71	+44
	Difference	-24	+8	

Reception (2016) proportions exceeding ARE compared to those exceeding ARE on entry

		Proportion above ARE on entry	Proportion above ARE at the end of Reception	
Reading	All	0	15	
	Disadvantaged	0	5	+5
	Other	0	21	+21
	Difference	=	-16	

		Proportion above ARE on entry	Proportion above ARE at the end of Reception	
Writing	All	0	9	
	Disadvantaged	0	5	+5
	Other	0	12	+12
	Difference	=	-7	



		Proportion above ARE on entry	Proportion above ARE at the end of Reception	
Maths	All	0	9	
	Disadvantaged	0	5	+5
	Other	0	12	+12
	Difference	=	-7	

Key Stage 1

Phonics screening – Year 1

	2014		2015		2016	
	% school	% National	% school	% National	% school	% National
All pupils	68	74%	65	77%	77	81
FSM	63	63%	53	66%	75	
Non FSM	73	78%	78	80%	80	83
Difference	-10	-15	-25	-27	-5	-8

Percentage of pupils attaining ARE at the End of Key Stage 1

Reading

	2014			2015			2016		
	School	National	Diff	School	National	Diff	School	National	Diff
Disadvantaged	76	85	-9	74	86	-12	71	74	-3
Not Disadvantaged	77			85			89		
Difference	-1			-11			-18		

Writing

	2014			2015			2016		
	School	National	Diff	School	National	Diff	School	National	Diff
Disadvantaged	76	75	-1	56	77	-21	65	65	=
Not Disadvantaged	62			69			83		
Difference	+14			-13			-18		

Mathematics

	2014			2015			2016		
	School	National	Diff	School	National	Diff	School	National	Diff
Disadvantaged	88	84	+4	78	85	-7	82	73	+9
Not Disadvantaged	77			92			89		
Difference	+11			-14			-7		



Year 2 (2016) proportions reaching ARE from entry

It should be noted that as different data sets are used there can be no direct comparisons made between year groups. This section allows for a general picture of how funding may be impacting on proportions reaching Age Related Expectations.

		Proportion at or above ARE at the end of Reception	Proportion at or above ARE on exit at the end of Year 2
Reading	All	56	80
	Disadvantaged	46	71 +25
	Other	63	89 +26
	Difference	-17	-18

		Proportion at or above ARE at the end of Reception	Proportion at or above ARE on exit at the end of Year 2
Writing	All	44	74
	Disadvantaged	23	65 +42
	Other	58	83 +25
	Difference	-35	-18

		Proportion at or above ARE at the end of Reception	Proportion at or above ARE on exit at the end of Year 2
Maths	All	60	86
	Disadvantaged	46	82 +36
	Other	68	89 +21
	Difference	-22	-7

Year 2 (2016) proportions exceeding ARE compared to those exceeding ARE on entry

		Proportion above ARE on entry	Proportion above ARE at the end of KS1
Reading	All	3	23
	Disadvantaged		18 +18
	Other		28
	Difference		-10

		Proportion above ARE on entry	Proportion above ARE at the end of KS1
Writing	All	0	17
	Disadvantaged	0	6 +6
	Other	0	28
	Difference		-22

		Proportion above ARE on entry	Proportion above ARE at the end of KS1
Maths	All	3	20
	Disadvantaged		12 +12
	Other		28
	Difference		-16



Key Stage 2

Percentage of pupils attaining Age Related Expectations at the end of Key Stage 2

It should be noted that as different data sets are used there can be no direct comparisons made between year groups. This section allows for a general picture of how funding may be impacting on proportions reaching Age Related Expectations.

	2014		2015		2016	
	Maths, R & W		Maths, R & W		Maths, R & W	
	School	National	School	National	School	National
Disadvantaged	92		81		72	
Not Disadvantaged	100	83%	93	85%	93	60%
Difference	-8	+9	-12	-4	-21	+12

Percentage of pupils exceeding Age Related Expectations at the end of Key Stage 2

It should be noted that as different data sets are used there can be no direct comparisons made between year groups. This section allows for a general picture of how funding may be impacting on proportions exceeding Age Related Expectations.

	2014		2015		2016	
	Maths, R & W		Maths, R & W		Maths, R & W	
	School	National	School	National	School	National
Disadvantaged	23		19		0	
Not Disadvantaged	17	29%	53	29%	14	7%
Difference	+6	-6	-34	-10	-14	-7



Year 6 (2016) proportions reaching ARE from entry to Key Stage 2

It should be noted that as different data sets are used there can be no direct comparisons made between year groups. This section allows for a general picture of how funding may be impacting on proportions reaching Age Related Expectations.

		Proportion at or above ARE on exit at the end of Year 2	Proportion at or above ARE on exit at the end of Year 6
Reading	All	69	94
	Disadvantaged	65	89 +24
	Other	75	100 +25
	Difference	-10	-11

		Proportion at or above ARE on exit at the end of Year 2	Proportion at or above ARE on exit at the end of Year 6
Writing	All	52	84
	Disadvantaged	35	78 +43
	Other	75	93 +18
	Difference	-40	-15

		Proportion at or above ARE on exit at the end of Year 2	Proportion at or above ARE on exit at the end of Year 6
Maths	All	48	97
	Disadvantaged	35	94 +59
	Other	67	100 +33
	Difference	-32	-6

Year 6 (2016) proportions exceeding ARE from entry to Key Stage 2

		Proportion above ARE on exit at the end of Year 2	Proportion above ARE on exit at the end of Year 6
Reading	All	24	22
	Disadvantaged	12	17 +5
	Other	33	29 -4
	Difference	-21	-12

		Proportion above ARE on exit at the end of Year 2	Proportion above ARE on exit at the end of Year 6
Writing	All	14	16
	Disadvantaged	6	6 =
	Other	25	29 +4
	Difference	-19	-23

		Proportion above ARE on exit at the end of Year 2	Proportion above ARE on exit at the end of Year 6
Maths	All	3	22
	Disadvantaged	0	6 +6
	Other	8	43 +35
	Difference	-8	-37



Standardised Scores

	Disadvantaged	National	Difference to National	Other (in school)
Reading	105.7	103.8	+1.9	106.5
GPS	103.4	105.0	-1.6	105.9
Maths	105.3	104.1	+1.2	109.9

Value Added

	Disadvantaged	National	Difference to National	Other (in school)
Reading	+5.4	+0.33	+5.07	+2.7
Writing	+2.3	+0.12	+2.28	+2.7
Maths	+3.9	+0.24	+3.64	+5.9



Whole School Picture December 2016

		Proportion at ARE Reception	Proportion at ARE Year 1	Proportion at ARE Year 2	Proportion at ARE Year 3	Proportion at ARE Year 4	Proportion at ARE Year 5	Proportion at ARE Year 6
Reading	All	32	93	69	81	66	68	70
	Disadvantaged	10	95	56	63	64	60	77
	Other	46	93	75	89	68	71	67
	Difference	-36	+2	-19	-26	-4	-11	+10

		Proportion at ARE Reception	Proportion at ARE Year 1	Proportion at ARE Year 2	Proportion at ARE Year 3	Proportion at ARE Year 4	Proportion at ARE Year 5	Proportion at ARE Year 6
Writing	All	44	78	69	67	64	55	54
	Disadvantaged	24	95	50	43	64	60	62
	Other	58	67	78	82	68	54	50
	Difference	-34	+28	-28	-39	-4	+6	-12

		Proportion at ARE Reception	Proportion at ARE Year 1	Proportion at ARE Year 2	Proportion at ARE Year 3	Proportion at ARE Year 4	Proportion at ARE Year 5	Proportion at ARE Year 6
Maths	All	50	87	79	90	94	62	81
	Disadvantaged	38	95	69	86	93	60	70
	Other	58	81	84	83	94	63	87
	Difference	-20	+14	-15	+3	-1	-3	-17



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