



Greenland Pupil Premium Spend 2016 -2017



Area for Development, Barrier & Proposed impact	Strategy (Including rationale)	Cost	Evaluation	Impact
<p>Too few pupils, who access Pupil Premium, are exceeding the expected levels when compared to national averages</p> <p>Pupils have gaps in skills, knowledge and experience that need to be rapidly filled to ensure they can make accelerated progress</p> <p>The proportions of pupils exceeding the expected standard increases in reading, writing and numeracy.</p> <p>Targets:- Reading = 52% Writing = 68% Numeracy = 76%</p>	<p>Additional staffing is needed to enable additional targeted support for identified pupils. Short term intervention at the point of need is in place and monitored through assessments, monitoring and evaluation cycle and Pupil Progress Meetings.</p> <p>Research conducted by Education Endowment Foundation suggests that this approach has moderate impact for a moderate cost but this is based on limited evidence. In school data suggests better impact- but from December leaders are ensuring that more potential disadvantaged pupils are being targeted through Pupil Progress meetings</p>	<p><u>£12,000 Y6 additional staffing</u></p> <p><u>£14,000 Y6 additional TA support</u></p> <p><u>£20,000 additional TA support in Years 1-5</u></p> <p><u>£28,000 YR additional TA</u></p> <p><u>Total Cost</u></p> <p><u>£74,000</u></p>	<p>At the end of Year 6, 2017 targets were exceeded except in reading. This was a similar picture for pupils who did not access Pupil Premium and school have actions in place to address this.</p>	<p><u>Outcomes July %</u></p> <p>Reading - 44%</p> <p>Writing - 76%</p> <p>Numeracy - 84%</p> <p><u>VA Progress Measures</u></p> <p>Reading – 1.4</p> <p>Writing – 4.3</p> <p>Numeracy – 4.8</p> <p>Well above the National in all areas.</p>



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<p>Levels attendance for those pupils who access Pupil Premium is comparatively low.</p> <p>1) Changes to LA offer means that pervious high levels of external challenge and support are no longer available</p> <p>2) Attendance at school is not always seen as high priority for parents</p> <p>Levels of Persistent Absence for disadvantaged pupils reduces from 21.53% (2015/16)</p>	<p>In school staffing has been used to ensure that support and challenge is being offered to key targeted families</p> <p>Additional support for parents</p> <p>Extended school places</p>	<p><u>Total Cost</u></p> <p><u>£18,000</u></p>	<p>During 2016-17 26 pupils accessing funding joined the school.</p> <p>A proportion of these pupils are presenting attendance issues and actions continue to address this.</p> <p>For a proportion of pupils who have attended school since EYFS, attendance has improved. These children's parents have responded well to information provided by school.</p> <p>EWO and County have worked with the school to develop attendance contracts and targets.</p> <p>Breakfast Clubs and after school activities have also supported an increase in attendance.</p>	<p>Attendance for PP n 2016 was 93.5 and in 2017 94</p> <p>Persistent absentee for identified pupils who have been at the school for a length of time has reduced.</p>



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<p>Ensure that improved outcomes in Reception are built upon</p> <p>That attainment on entry is still generally below typical changes to provision have had a positive impact on outcomes but these need to be maintained</p> <p>GLD continues to remain in line with national average. Children have access to a broad and balanced curriculum.</p>	<p>Additional Teacher</p> <p>CPD (NPQML)</p> <p>Educational Psychologist</p> <p>SaLT</p> <p>Additional furniture</p>	<p><u>£22,000</u></p> <p><u>£3,300</u></p> <p><u>£9,000</u></p> <p><u>£8,000</u></p> <p><u>£4,200</u></p> <p><u>Total Cost</u></p> <p><u>£46,700</u></p>	<p>Additional HLTA ensured that more children were targeted through early intervention.</p> <p>EY lead has improved provision through purchase of new resources.</p> <p>External support from Education Psychologist and speech therapist has had a direct improvement on outcomes in speaking.</p>	<p>18 children were eligible for PP funding in 2017. Although outcomes were lower than the National, this group of children made good progress from their starting points.</p> <table border="1" data-bbox="1581 649 1955 779"> <thead> <tr> <th></th> <th>On entry</th> <th>July '17</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>44%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>44%</td> </tr> <tr> <td>Number</td> <td>0%</td> <td>50%</td> </tr> </tbody> </table>		On entry	July '17	Reading	0%	44%	Writing	0%	44%	Number	0%	50%
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<p>Ensure that improved outcomes in phonic are built upon so that outcomes are at least in line with national</p> <p>Pupils are not making accelerated progress in phonics</p> <p>Outcomes for disadvantaged pupils rise at the end of year 1</p>	<p>Changing the approach to the teaching and learning of phonics- including, training, resources</p> <p>Additional intervention that is keenly targeted at the current levels of attainment</p> <p>Purchase of Songbird Phonics books from EYFS – Year 2</p>	<p><u>£5,000</u></p> <p><u>£2,800</u></p> <p><u>£2,100</u></p> <p><u>Total</u></p> <p><u>£9,900</u></p>	<p>Improved teaching of phonics and targeted interventions supported accelerated progress for this group.</p> <p>Training increased teachers' and TAs' knowledge and skills in this area.</p>	<p>77% eligible for PP funding reached the required standard. This is above National for this group.</p> <p>75% of PP met the standard in 2016.</p>



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<p>Diminish in school difference in reading and writing by the end of year 2</p> <p>Poor starting points in EYFS Low support from home in developing basics Too few opportunities and experiences for children to write about Large percentage of EYFS intake not accessing nursery provision</p> <p>Focused interventions and reading books enable more reading support in school to ensure difference is reduced across EYFS and Key Stage 1 Higher percentage of children achieving Greater Depth in reading and writing at end of year 2</p>	<p>Accelerated Reader Programme</p> <p>Lexia Reading Support</p> <p>Read, Write Inc programme and training</p>	<p><u>£4,800</u></p> <p><u>£2,800</u></p> <p><u>£1,200 (training)</u></p> <p><u>Total</u></p> <p><u>£8,800</u></p>	<p>AR programme has accelerated progress, engaging children in a range of texts. Children have particularly enjoyed the competitive element.</p> <p>Selected Read, Write Inc strategies also improved progress.</p> <p>Lexia has proved successful for those with specific phonic barriers to learning.</p>	<p>Reading outcomes at the end of KS1 for PP have increased at AGE and GD and are above National.</p> <p>A higher % of PP than non-PP were working at GD in reading.</p> <p>Outcomes in writing at AGE dipped but remain in line with National for this group. However, a higher % reached GD which is in line with non-PP</p>



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<p>Increased proportions of disadvantaged pupils reach and exceed the expected level in writing</p> <p>Large majority of children do not have life experiences outside of school in order to have opportunities to write at length</p> <p>Increased percentage of non-disadvantaged children achieving expected level or greater depth</p> <p>Diminish the difference between disadvantaged and non-disadvantaged pupils.</p>	<p>Increased first hand experiences at Killhope</p> <p>Additional first hand experiences</p>	<p><u>£6,000</u></p> <p><u>Robin wood - £6,400</u></p> <p><u>Total Cost</u></p> <p><u>£12,400</u></p>	<p>Creative Weeks immersed pupils in writing, supported through first hand experiences and acquisition of ambitious vocabulary.</p> <p>Other visits and visitors to school enhanced pupils imagination and subsequent ideas for writing.</p>	<p>% of PP pupils reached expected level remains above National for this group and is in line with National for all pupils.</p> <p>There has been an increase in % of this group working at GD above the National.</p>