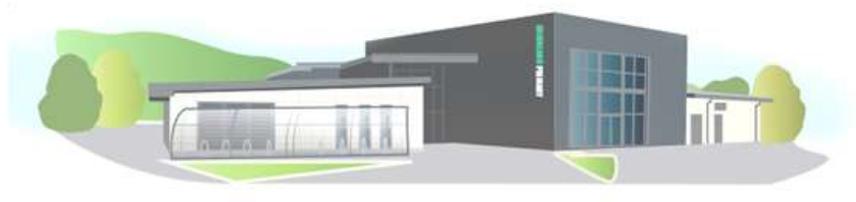




Pupil Premium Funding 2017- 2018



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 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 7%.

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 £245,000

Proportions of disadvantaged pupils in each year groups

	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
%PP	19%	45%	63%	49%	60%	57%	66%



Summary Information					
School:	Greenland Community Primary School				
Academic Year:	2017 – 2018	Total PP budget:	£ 245,000 (provisional)	Date of most recent PP review:	Sept 2017
Total number of pupils:	332	Total eligible for PP:	166 (50%)	Date for next internal review:	Feb 2018

Current attainment – Summer term 2017 data			
		Pupils eligible for PP %	Non PP
Year 6 SATS	% achieving at or above in reading, writing and numeracy	44	86
	% achieving at or above in reading	44	86
	% achieving at or above in writing	76	93
	% achieving at or above in numeracy	84	100
Year 2 SATS	% achieving at or above in reading	73	100
	% achieving at or above in writing	54	96
	% achieving at or above in numeracy	77	100
Year 1 Phonics	% passing the phonics screening test	77	100
EYFS	% achieving a good level of development	44	85

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	11% 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.
D	Attendance – 8% of the children are eligible for pupil premium are PA. 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	Disadvantaged pupils with social and emotional barriers to learning



	experiencing social and emotional barriers to learning allowing them full access to curriculum.	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		2017 - 2018			
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 exceeded standard at end of each year	Additional TA support in every class every morning for teaching of core subjects	Proportion of pupils exceeding in reading, writing and numeracy increases and is more in line with non-PP pupils	KA - data	£95,000	<u>EYFS Outcomes July %</u> Reading – 60% Writing – 60% Number – 60%
Improved emotional/ social wellbeing and academic achievement	Year 2 and Year 4 participating in Prince William Award once a week across year. Listening Matters Relaxed Kids	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 – Yr2 EC – Yr4 AML Head of School	£11,000	GLD – 60% <u>Year 1</u>
Higher proportion of pupils exiting EY with GLD	Additional TA support across year group to ensure high quality instant feedback in order to move pupils on in their learning journey. Small group interventions.	Opportunities to have more 1:1 and small group access to an adult to enhance learning.	AS – EYFS lead	£25,000	Phonics – 81% <u>KS1 Outcomes July %</u> Reading – 69% Writing – 62% Numeracy – 76%



					<u>KS2 Outcomes July %</u> Reading – 88% Writing – 84% Numeracy – 96%
Reduce difference in reading across KS1 and KS2	Use of Guided Reading to enhance reading stamina, improve comprehension including higher order reading skills of inference and deduction. To have high expectations and teach AGE objectives.	Both good and struggling readers benefit from guided reading. Opportunities to have differentiated, teacher led instruction in a small group setting. Pupils apply reading strategies independently.	AH Literacy Lead AML Head of School	Staff training Acc Reader Lexia SRA cards Songbirds Project X £20,000	Reading outcomes at the end of KS1 for PP have increased at AGE % of PP pupils reached expected level at end of KS2 remains above National for this group and is in line for all pupils. There has been a significant increase in % of this group working at GD at end of KS2 compared to KS1
Reduce difference in writing across KS1 and KS2		To ensure pitch and level of challenge is consistent and appropriate.	AH Literacy Lead AML Head of School	Creative weeks £3,000	
Total budgeted cost =					£ 154,000
Targeted Support					
Desired Outcome	Chosen action/approach	Objective/Description	Staff Lead	Cost	Impact/evaluation
Higher proportion of EYFS reaching GLD	1:1 and small group intervention	Intervention in small groups allowing the gap to be narrowed. Half termly analysis of data.	AS EYFS lead KA Data co-	Additional support to reduce pupil ratio and	10 (20%) pupils were eligible for PP funding in 2018. This number is down 20% (21 pupils - 40%) from 2017. This group of pupils



			ordinator	apprentice for EYFS £28,000	made good progress from their starting points. On entry '17 July '17 GLD 5% 44% Reading/Writing 5% 44% Number/SS&M 10% 50% On entry '18 July '18 GLD 0% 60% Reading/Writing 0% 60% Number/SS&M 0% 60%
Reduce difference in reading	Accelerated Reader Lexia Intervention to support higher order reading skills. 1:1 tuition in Y6 for SATs	AR/Lexia programme analysed half termly to ensure reading ages improve. Narrowing of gap Internal and external moderation of pupils work.	AH Literacy lead	AR Lexia Purchase of headphones £4,000	Reading outcomes at the end of KS1 for PP have increased at ARE A higher % of PP were working at GD in reading across KS1
Total budgeted cost =					£ 32,000

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	Visits - to provide hooks for curriculum. Visitors to school – including Jet & Ben, authors, scientists, police, fire brigade, road safety	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.	Class teachers KS leads	£5,000	
Improve overall attendance figures.	AML to monitor alongside Attendance Officer.	Monitored attendance of identified PP pupils and provide family	AML Head of School	Attendance officer	Attendance for PP in 2017 was 94%. This increased in 2018 to



<p>Reduce the number of 'late' pupils.</p> <p>Reduce the % of PA.</p>	<p>Legal proceedings followed for PA.</p> <p>First day response provision by Attendance Officer.</p> <p>Reward good attendance – certificates, weekly prize draws, non-uniform days.</p>	<p>support to overcome barriers to attending school.</p>		<p>£29,000</p> <p>£1,000</p>	<p>95%</p> <p>PA for identified pupils who have been at the school for a length of time has reduced.</p> <p>13 PP families (with attendance significantly below 90% and very poor lateness/punctuality, resulting in unauthorised absences) were placed on contracts in order to improve attendance and support pupils to attend school regularly and on time.</p> <p>Every single pupil significantly improved attendance and massively reduced lateness. 11 of the contracts resulted in attendance above 90% of which 3 were above the national average. The average for this group of pupils between January and July was 92%</p>
<p>Improve attendance and life experiences for pupils</p>	<p>Additional support for parents – SAFC Family Value program</p> <p>Extended school provision – breakfast club and wide range of after school clubs</p>	<p>Reduce level of persistent absentee.</p> <p>Increased parental involvement and support</p>	<p>AML – Head of School</p>	<p>£15,000</p>	<p>Residential trips were organised for years 4 and 6 to Pooley Bridge and Robinwood offering outdoor adventurous activities.</p> <p>16 families participated, alongside their child, in the numerous SAFC adult learning and parent programs across the year.</p>
<p>Support PP families</p>	<p>Provide support with school uniform, school trips, breakfast club and after school provision.</p>	<p>Pupils are in school well equipped to learn.</p>		<p>£30,000</p>	<p>4 number of families were referred to the uniform grant and received funding for uniforms and shoes.</p>



					<p>Approx. 90 pupils a day accessed the free breakfast provision.</p> <p>After school provision was extended to provide more clubs as well as wrap around. Each night there were approx. 210 pupils accessing this provision.</p>
Total budgeted cost =					£ 266,000



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