

Report on Impact of Pupil Premium Grant Spending 2015/2016

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools are funded a Pupil Premium for children who have been:

- Registered for a free school meal (FSM) at any point during the last 6 years
- Children who are looked after by the local authority
- Have been adopted from care
- Or children whose parents are in the armed forces.

Greengates Primary School is committed to ensuring maximum progress for all groups of children, ensuring "Achievement for All"

1. How much pupil premium funding has our school has received for this academic year?

Allocation	Amount per pupil	Pupil numbers	Total amount
Pupil premium Reception to Y6 - registered for a free school meal (FSM) at any point during the last 6 years	£1,320	54	
Pupil premium allocation for children who are looked after by the local authority	£1,900	4	
Pupil premium allocation for children who have been adopted from care	£1,900	0	
Pupil premium allocation for children whose parents are in the armed forces.	£300	0	
Current Early Years PP amount per term per pupil for 3 and 4 year olds accessing 15 hours a week in Nursery- estimated numbers.	£310		
		Total	£89,429

Impact of pupil premium grant spending up to July 2016

The impact of the Pupil premium Grant is measured at the end of the academic year in relation to:

- Impact of identified strategies
- Attendance
- Punctuality
- Achievement
 - Early Years
 - Phonics in Year 1
 - Phonics in Year 2
 - End of Key Stage 1 results
 - End of Key Stage 2 results

Impact of identified strategies

At Greengates Primary School we have a predominately White British cohort of children

Barriers to learning experienced by our children include a higher than national percentage of children needing SEN support / EHCPs and a higher than national deprivation (60th to 80th percentile). These barriers create the following issues in school

- Lower than average attendance across school, increased PA across the SEN/ PP children and increased punctuality issues across PP children
- Limited support outside school for homework and reading a lack of experiences to draw up on in their work.

Strategy / Actions	Impact																																																																																							
<p>Pupil Premium review post Ofsted</p> <p>- A complete review of policy and procedure following Inspection Oct 2015, this will include</p> <ol style="list-style-type: none"> 1) SLT training with consultants, attending a PP conference, planning and training to devise a whole school procedure 2) Whole staff training to implement the procedures, collect forensic data, leading to individual profiles where needed, greater awareness of who PP children are in each class leading to greater accountability for PP children progress. 3) Classroom planning and provision to support PP children through Review of all policies relating to vulnerable children specific classroom management, support and intervention. 4) Appointing a admin support for record keeping and analysis of pastoral data collected 5) Development of a Pastoral team which meets 2 a half term to review policy and procedures, review vulnerable children reported and implement support either academic or pastoral 	<p>Policy and procedure in place enabling swifter identification of vulnerable children through Pupil progress meetings and pastoral team resulting in swifter implementation of interventions</p> <p>Staff more aware who vulnerable children are in particular PP children.</p> <p>Pastoral team more aware of which families need targeted support</p> <p>Staff more aware who vulnerable children are in particular PP children.</p> <p>Pastoral team more aware of which families need targeted support</p> <p>Pastoral data is now more rigorously collected and now analysed to identify children who need support</p>																																																																																							
Cost £20,400																																																																																								
<p>Teaching and Learning</p> <p><i>Teaching activities planned to enhance teaching and learning and accelerate progress of PP children</i></p> <p>Y6 booster lessons to support low achieving group twice weekly, children identified from PPM 30 weeks 4 teachers 1 hour</p> <p>The class were split into 2 groups to support maths 4 x weekly with HLTA in yr 6 0.4 HLTA FTE</p> <p>Easter school – 3 days maths and comprehension skills 3 x 2 teacher days</p> <p>KS1 TA Level 3 support in KS1 for phonics and reading</p> <p>Provide a suitable place for identified children to complete homework / give access to online programs / hear readers every night after school.</p> <p>Breakfast club Children learning from outset – target children to attend breakfast club 2x mornings KS1 3x mornings KS2 to facilitate reading / homework / PC access Access to 2 HLTAs to facilitate</p> <p>Home access to online maths and reading software which is set and monitored by teaching staff Provide login details to online software, set homework tasks from software and monitor use of software by children</p> <p>Providing home access to school library – target PP children Library opened weekly with Librarians to lend children School becoming more open and accessible to parents</p> <p>Staff training to ensure quality first teaching, personalized learning, high quality questioning, appropriately differentiated work challenging level of work.</p> <p>0.6 FTE teacher to support reading interventions</p> <p>Classroom support from N-Y6 distributed to ensure that PP children's needs are met through intervention or group support</p>	<p>90% PP children made or exceeded expected progress of 3 tracking points</p> <p>National progress score for maths +1 for all children +1.5 for PP children</p> <table border="1"> <thead> <tr> <th>Sub</th> <th>Raw PP</th> <th>Raw non PP</th> <th>ARE PP</th> <th>ARE non PP</th> <th>ARE nat</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>102</td> <td>102</td> <td>70%</td> <td>71%</td> <td>66%</td> </tr> <tr> <td>GPS</td> <td>102</td> <td>102</td> <td>70%</td> <td>71%</td> <td>72%</td> </tr> <tr> <td>Maths</td> <td>104</td> <td>104</td> <td>90%</td> <td>71%</td> <td>70%</td> </tr> <tr> <td>Write</td> <td></td> <td></td> <td>70%</td> <td>76%</td> <td>74%</td> </tr> <tr> <td>Com</td> <td></td> <td></td> <td>50%</td> <td>65%</td> <td>53%</td> </tr> </tbody> </table> <p>Current Year 2 - 2015/16 - Disadvantaged</p> <table border="1"> <thead> <tr> <th></th> <th>Achieved GLD in EFYS</th> <th>End of KS1 (Y2) Teacher Assessment</th> <th>End of KS1 (Y2) Test scaled score 100+</th> <th>End of KS1 (Y2) Achieved Expected Standard</th> <th>End of KS1 (Y2) Achieved Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>4/8 = 50%</td> <td>6/8 = 75%</td> <td>4/8 = 50%</td> <td>2/8 = 25%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>5/8 = 63%</td> <td>--</td> <td>5/8 = 63%</td> <td>1/8 = 13%</td> </tr> <tr> <td>Maths</td> <td>75%</td> <td>5/8 = 63%</td> <td>5/8 = 63%</td> <td>5/8 = 63%</td> <td>1/8 = 13%</td> </tr> <tr> <td>SPAG</td> <td>--</td> <td>--</td> <td>--</td> <td>--</td> <td>--</td> </tr> <tr> <td>Combined</td> <td>--</td> <td>--</td> <td>--</td> <td>2/8 = 25%</td> <td>0/8 = 0%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Phonics</th> <th>Class</th> <th>Nat</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>25/31 77%</td> <td>81%</td> <td>4/6 67%</td> <td>21/25 84%</td> </tr> <tr> <td>Year 2</td> <td>30/31 97%</td> <td>91%</td> <td>8/8 100%</td> <td>22/23 96%</td> </tr> </tbody> </table>	Sub	Raw PP	Raw non PP	ARE PP	ARE non PP	ARE nat	Read	102	102	70%	71%	66%	GPS	102	102	70%	71%	72%	Maths	104	104	90%	71%	70%	Write			70%	76%	74%	Com			50%	65%	53%		Achieved GLD in EFYS	End of KS1 (Y2) Teacher Assessment	End of KS1 (Y2) Test scaled score 100+	End of KS1 (Y2) Achieved Expected Standard	End of KS1 (Y2) Achieved Greater Depth	Reading	50%	4/8 = 50%	6/8 = 75%	4/8 = 50%	2/8 = 25%	Writing	50%	5/8 = 63%	--	5/8 = 63%	1/8 = 13%	Maths	75%	5/8 = 63%	5/8 = 63%	5/8 = 63%	1/8 = 13%	SPAG	--	--	--	--	--	Combined	--	--	--	2/8 = 25%	0/8 = 0%	Phonics	Class	Nat	PP	Non PP	Year 1	25/31 77%	81%	4/6 67%	21/25 84%	Year 2	30/31 97%	91%	8/8 100%	22/23 96%
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<p>Pastoral care</p> <p>Educational visits School will support the costs of school visits for PP children so cost is not a pre-emptive factor in school visit attendance.</p> <p>All PP children encounter a wider variety of experiences in line with non-PP children Programme of experience days authors / theatre /maths.</p> <p>Inclusion Programme Develop a team of staff with different responsibilities to feed into a Pastoral team to identify children who need support and deliver support where appropriate. Cover costs 4 teachers x 1 hour every 3 weeks Admin support to the pastoral team for monitoring, recording pastoral data and minute taking Inclusion programme for the children including interventions to set to Enable the development of children emotionally, prepare children to effectively learn, enable PPD children to have aspirations and ability to be good learners. 0.6 FTE Inclusion Manager 0.4 FTE L2 TA Inclusion support for families of children who need further support. 2 x 1 hour parenting sessions every week</p> <p>Attendance and punctuality Regular monitoring of PP children's attendance and punctuality compared to remainder of school and other vulnerable groups Identifying those PP children who need to be invited to attend Breakfast club</p> <p>Behaviour and safety Regular monitoring of the behaviour records to support and intervene where necessary to ensure all children are safe. Increased number of PP children achieve 'Outstanding' and 'Golden Book' recognition</p>	<p>A wide selection of school visits and visitors visited school to enhance learning of all children, PP children supported where necessary.</p> <p>Impact of pastoral support Children more settled and ready to learn due to pastoral care given including life skills, volcano in my tummy, playtime and lunchtime support, BLP support managing distractions, collaboration and perseverance.</p> <p>Staff have greater awareness of children's needs due to speedier and more effective data collection and recording. This enables spotting trends and intervening quicker to support children with all aspects of pastoral care.</p> <p>Children who have struggled with various behaviours in school have had parental workshops with Inclusion Manager to support home life. This has resulted in children being calmer happier and more ready to learn as evidenced in Ofsted good grading in June 15 and Oct 15 inspections</p> <p>Punctuality has reduced significantly – Jan to Feb 16 200 instances of lateness – Sept 16 40 instances of lateness due to procedures put in place and more accurate recording</p> <p>Behaviour recording has identified children and enabled us to support them to correct behaviours.</p>
Cost £14,000	
<p>Resourcing</p> <p>Breakfast club resources - Selection of games from Happy Puzzle company to enhance learning of English and Maths during Breakfast club</p> <p>Basic skills reinforced to assist closing the gap to expected levels images resources – dienes / unifix / PV resources / - Practical maths equipment to support models and images</p>	<p>Increased provision in less structured times enabling the deepening of learning through play</p> <p>The children have deepened their learning through the use of physical resources and models/Images – see maths results</p>
Cost £500	