

Pupil premium strategy statement



Pupil Premium Plan 2018-19

1. Summary information					
School	Greens Norton CE Primary School				
Academic Year	2018 - 2019	Total PP budget	£8645	Date for next internal review of this strategy	July 2019
Total number of pupils	152	Number of pupils eligible for PP	7		

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	A breakdown of in-school and external barriers have been identified but are not published due to the low number of pupils and potential identification of individuals.
B.	
C.	
D.	
E.	

External barriers (issues which also require action outside school, such as low attendance rates)

F.	See above
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3. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Improved reading, writing and maths attainment for pupil premium relative to year group standard	Pupils eligible for PP have made good progress and all non-SEN PP meet age expectations in R W M
B.	Some evidence of improved support from home where possible; pupils receive additional support in school for regular practice of reading, spelling and times tables	Pupils eligible for PP read with an adult at least 3 x weekly, practise spellings with an adult at least 3 x weekly and rehearse multiplication facts or simple number bonds (for Y1) at least 3 x weekly
C.	Improved focus and attitude to learning demonstrated through teacher observation, learning outcomes, reward chart	Pupils eligible for PP demonstrate good attitudes to learning and a desire to do their best
D.	Pupils enjoy healthy relationships and positive friendships in school	Pupils eligible for pupil premium report less problems with other children and describe positive friendships that they enjoy at school on a regular basis
E.	Improved fine motor skills and letter formation; increased fluency in handwriting	Pupils eligible for PP have improved handwriting; handwriting is not a barrier to written expression appropriate to cognitive level

How we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
<p>Good and better teaching is established for all by the effective, consistent use of</p> <ol style="list-style-type: none"> Explicit Learning Objective and learning outcomes; Effective questioning during whole class teaching, group teaching and 1:1 from both teachers and TAs AFL (responsive teaching): <ul style="list-style-type: none"> -Pre-Assessments leading to subsequent flexible groupings -Informs provision throughout teaching sequences. -Effective use of QLA from termly standardised tests in Reading and Maths Modelling: <ul style="list-style-type: none"> - Procedural steps made explicit where necessary. - Conceptual steps made explicit where necessary. Pitch and expectations match needs of learners. Flexible groupings used to best meet learning needs of pupils Feedback is used effectively to accelerate pupil progress. Effective use of marking feedback sheets to summarise next steps for teaching evidenced in teaching plans and pupil books 	<p>Ensure new staff are trained in Kinetic letters to enable handwriting programme to continue to be embedded through the school</p>	<p>KLs build children's core strength and ensures the correct pencil grip, letter formation is established for eventual fluency and sustainability</p>	<p>HC, BD and SB to attend training for KLs in September Action plan established to include regular monitoring by Lead</p>	<p>LS</p>	<p>Nov 2018 Feb 2019</p>
	<p>Observation and feedback; planning coaching – from T&L consultant KTown</p>	<p>Bespoke support for teachers in how to improve teaching and learning for their current class should improve outcomes for all pupils, including PP</p>	<p>KT to provide written feedback to SM who can then follow-up with individual teachers and look at common threads through whole school to work on together</p>	<p>SM</p>	<p>Feb 2019</p>
	<p>Training and discussion re effective questioning and how to provide effective scaffolded support. Teach pupils how to be/use talk partners effectively</p>	<p>These are key elements of effective teaching and learning and need to be established at a high level for all staff engaged in teaching children. Talk partners engages more pupils in deeper thinking and learning – a dialogic approach to learning; but pupils need to be taught how to engage effectively</p>	<p>SM to conduct training with TAs in effective questioning and scaffolding of learning LE to conduct training with teachers on how to teach and use talk partners effectively</p>	<p>SM LE</p>	<p>Dec 2018 Jan 2019 Oct 2018</p>
	<p>Baseline assessment using PUMA & PIRA in Sept, followed up by termly assessments with QLA used to inform future planning</p>	<p>Accurate assessment for both summative and formative purposes essential to ensuring maximum progress in learning outcomes for all pupils in all year groups</p>	<p>PUMA and PIRA tests completed in Sept, Dec, Mar and June</p>	<p>SM</p>	<p>Jan, Apr, Jul 2019</p>
	<p>Embed use of marking feedback sheet following agreed actions from Summer 2018</p>	<p>Evidence from teachers that this is assisting them in planning more bespoke for learning, especially in writing.</p>	<p>Regular discussions at staff meetings Monitoring of feedback sheets, planning and pupils books</p>	<p>SM and LM</p>	<p>Feb 2019 May 2019</p>
	<p>Embed Talk 4 Writing and school's agreed 'How we teach writing' strategy</p>	<p>Writing outcomes improved last year; continue to embed the strategy to secure further improvements</p>	<p>Regular monitoring of planning and books; learning walks and observations. Sharing of pupils' books amongst teachers</p>	<p>LS and LM</p>	<p>Oct 2018 Feb 2019</p>
	<p>Outcomes in Reading improve across all year groups based on PIRA and end of Key Stage tests</p>	<p>Review strategies used for teaching reading comprehension – whole class/guided reading – see Academy Improvement Plan</p>	<p>Reading outcomes at the end of KS2 dropped last year – teachers need to ensure that comprehensions skills are being taught effectively and consistently.</p>	<p>Learning walks and observations Develop a 'How we teach Reading' document and monitor its implementation</p>	<p>LS and LM</p>

		Activities pupils engaged in alongside guided reading need to be purposeful and promote progress in reading	Termly analysis of PIRA outcomes		
Outcomes in Maths improve across all year groups based on PUMA and end of Key Stage tests	Develop reasoning and problem solving skills: Source and use maths reasoning activities – Gareth Metcalf Source and use White Rose interactive teaching resources for all Year groups All teachers to access and demonstrate learning from the NCETM professional development for mastery resources	Maths outcomes at the end of KS2 need to improve. Arithmetic skills are generally good but scores on reasoning papers indicated weaker skills.	Learning walks and observations Pupil book scrutiny Termly analysis of PUMA outcomes	LM	Jan, Apr, Jul 2019
Budgeted cost					£1000
ii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Improved learning behaviours and attitudes evident in all classes Improved behaviour in classes; less disruption by key individuals	<ul style="list-style-type: none"> •Reinforce 3 school rules at the start of each half term in each class •Agreed focus on Be Ready, what it looks like in each class and consistent response by all adults – a certainty of response •Continued training and discussion from Paul Dix book 'When the adults change everything changes'. Actions agreed and followed up. <p>Introduce over and above celebration to Friday's assembly to raise expectations of behaviour</p> <p>Review sanctions – immediacy and restoration</p> <p>SEND needs of key pupils identified and adult support arranged with use of HNF funding to support this</p>	<p>Clarity gained from simple rules</p> <p>Relentless routines and certainty of response will help to enforce expectations</p> <p>Focus on positive behaviours will help to maintain high expectations</p> <p>Unmet learning, communication, sensory, emotional or other needs will often result in negative behaviours which impact significantly on other pupils. Meeting these needs has a knock-on positive impact on others.</p>	<p>Assemblies Displays Planned teaching</p> <p>Behaviour policy Implementation of policy</p> <p>Monitoring of behaviour logs</p> <p>Learning walks and observations</p> <p>SENCo to work with teachers and TAs on identifying unmet needs. 1:1 TAs allocated where necessary and HN Funding sought.</p> <p>Regular ongoing evaluation of the impact of this through staff discussions and pupil feedback</p>	SM LM	Dec 2018, Mar, July 2019
Budgeted cost					£150

iii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Improve Reading skills for pupils eligible for PP	Regular reading opportunities with an adult in school Dog Therapy Governor volunteer TA targeted support	Regular reading to practise taught skills and improve comprehension will improve overall confidence and ability to access more complex texts and develop a love for reading	Intervention timetables Observational records Termly Pupil Progress meetings with head teacher.	SM	July 2019
Improve writing skills for pupils eligible for PP	Targeted 1:1 feedback and support with editing of writing for pupils in KS2 eligible for PP Daily Kinetic Letters teaching in KS1 and interventions for identified pupils	Individual feedback from skilled adult shown to have a positive impact on progress.	Intervention timetables Observation Pupil feedback Book scrutinies Termly Pupil Progress meetings with head teacher.	LM SM	July 2019
Improved maths skills for pupils eligible for PP	Targeted maths support in class and as additional intervention with skilled TA.	Identification of gaps in understanding and rapid response to these for pupils prevents further slippage and assists in accelerated progress. Pre- and post-teaching are desirable for pupils at risk of falling behind.	Intervention timetables Observation Pupil feedback Termly Pupil Progress meetings with head teacher.	LM SM	July 2019
Good attendance for pupils eligible for PP	Monthly monitoring of attendance by HT HT to address poor attendance with parents Class Attendance award each week celebrated in assembly	Absences from school have significant impact on progress. Alerting parents to the importance of good attendance assists with this and builds a partnership approach.	Monthly attendance checks by HT	SM	July 2019
Homework completed on time and to a good standard by all pupils eligible for PP	Conversations with parents explaining expectations and importance of support at home. Opportunity in school for PP children who choose to complete homework in school	Completed homework build self-esteem. Good quality homework with support consolidates previous learning well.	Staff feedback Homework records	Teachers and SM	July 2019
Pupils eligible for PP feel supported at school and talk with trusted adults about any worries or problems	Protective Behaviours introduced to all pupils including network hand. 1:1 time with consistent TA each week. Drawing and Talking where appropriate	Building a culture of being able to talk about worries has a positive impact on learning. Concerns around home or friendships are identified quickly and support can be given early on.	Intervention timetables PB planning Feedback from pupils and parents	SM	July 2019

Pupils eligible for PP can access extracurricular activities that promote their self-esteem and well-being	Chosen club paid for by school Music tuition paid for by school if child chooses to access Financial support for residential and other trips	Breadth of learning and experience supports the development of children in all aspects. Clubs promote positive social skills and improved or new friendships.	Club records Music tuition records	SM	July 2019
Budgeted cost					£5894 + £1500
Total budgeted cost					£8544

6. Review of expenditure				
Previous Academic Year 2017/18				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Writing outcomes for all children improves both in quantity and quality	Introduce Talk 4 Writing across the school as the key strategy for teaching writing of all genres	Writing outcomes at end of KS1 and KS2 improved compared to previous years – 76% met at least expected in writing at the end of KS1; 80% met at least expected in writing at the end of KS2. Monitoring of books by senior leaders and governors evidenced improved writing across all year groups, including for pupils eligible for PP	Talk 4 Writing will continue to be used across the school as a key part of how we teach writing.	
The basics of good handwriting are established from the start of school	Introduce Kinetic Letters handwriting for all children in Years R to 3	Monitoring by senior leaders evidenced improved handwriting by the end of the year compared to previous years in all year groups 1 to 3.	Kinetic letters needs to be consistently taught and practised for full impact. Pupils in Reception must be taught the correct pencil grip and it must be insisted upon for all mark making. Correct number and letter formation needs to be taught systematically alongside phonics. Teachers new to the school to be trained in Kinetic Letters	
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve Reading skills for pupils eligible for PP	Regular reading opportunities with an adult in school Dog Therapy Governor volunteer TA targeted support	Improvements evident for individual PP pupils in terms of fluency and oral comprehension skills.	Better assessment required so that progress can be more accurately measured and tracked for impact	
Improve writing skills for pupils eligible for PP	Targeted 1:1 feedback and support with editing of writing for pupils in KS2 eligible for PP	New focus on marking and feedback with a new policy and related documents supported teachers in providing better feedback. Pupils in KS2 eligible for PP better able to self-edit and improve writing. Pupils in KS1 able to use marking symbols to support their writing improvements	Continue to use marking feedback sheets to aid effective AfL for all pupils. Encourage teachers and TAs to mark books of PP pupils first	

Good attendance for pupils eligible for PP	Monthly monitoring of attendance by HT HT to address poor attendance with parents Class Attendance award each week celebrated in assembly	All pupils eligible for PP had attendance of 95% or more for the academic year 2017/18		
Homework completed on time and to a good standard by all pupils eligible for PP	Conversations with parents explaining expectations and importance of support at home. Opportunity in school for PP children who choose to complete homework in school	Homework completed by all pupils eligible for PP – some at school and some at home. Support at home significantly improved for some.	Provide more bespoke support for parents of pupils eligible for PP	
Pupils eligible for PP feel supported at school and talk with trusted adults about any worries or problems	Protective Behaviours introduced to all pupils including network hand. 1:1 time with consistent TA each week	Language of safety used more consistently across the school. Some of the pupils eligible for PP report improved sense of safety in school. Evidence of all pupils eligible for PP talking to adults in school, about worries and concerns		
Pupils eligible for PP can access extracurricular activities that promote their self-esteem and well-being	Chosen club paid for by school Music tuition paid for by school if child chooses to access	4 out of 6 pupils eligible for PP took part in clubs and/or music tuition paid for by the school.	Continue to support these opportunities; find out which clubs these pupils would like adding to the school's provision	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved learning behaviours and attitudes evident in all classes	3 simple school rules introduced – RRS 6 key learning behaviours identified by staff to be taught explicitly over the course of a year	3 rules embedded in school culture providing consistency in language and response. Evidence of improvements across whole school with focus learning behaviours, e.g. perseverance, independence.	New approach to behaviour management to be continued and embedded with continual review and improvements	
Improved behaviour in classes; less disruption by key individuals	SEND needs of key pupils identified and adult support arranged with use of HNF funding to support this.	SEND provision improved over the year – better identification and harnessing of external support and advice for specific needs. Staff more aware of their responsibilities under the SEN Code of Practice.	Continual review of SEND provision in the school ensuring best value for money from limited resources.	