

## Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Greens Norton CE Primary School				
Academic Year	2019-20	Total PP budget	£9240	Date of most recent PP Review	
Total number of pupils	157	Number of pupils eligible for PP	6	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	60%	
% making expected progress in reading (as measured in the school)	60%	
% making expected progress in writing (as measured in the school)	60%	
% making expected progress in mathematics (as measured in the school)	60%	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
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.	

Additional barriers ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
D.	See above

4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		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 (SS 98+ in PIRA and PUMA standardised tests and or SS 100 in end of key stage SATs)

<b>B.</b>	Pupils enjoy reading for pleasure; they read often choosing appropriate and varied books. They have a widening vocabulary that is becoming apparent in their writing.	Pupils' reading records evidence regular reading. Adults reading regularly with them report an improved attitude and confidence. Writing books evidence use of a wider range of vocabulary.
<b>C.</b>	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
<b>D.</b>	Improved readiness for learning – good amount of sleep; organised with the correct equipment, e.g. glasses, stationery; motivated to learn	Pupils eligible for PP demonstrate good attitudes to learning and a desire to do their best; signs of tiredness are rare. Pupils have the correct equipment in place at the start of every lesson.
<b>E.</b>	Pupils understand the important elements of a healthy lifestyle and demonstrate this through the choices they make, e.g. active break times; involvement in clubs; healthy diet; safe, healthy online activity	Pupils eligible for PP are seen to be active at break times and involved in the organised activities; they attend at least one extracurricular club; they enjoy a school lunch or a healthy packed lunch; they enjoy limited and carefully monitored time online. An online family agreement is in place where appropriate.

## 5. Review of expenditure

Previous Academic Year		2018-19		
i. Quality of teaching for all				
Action	Intended outcome	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
Use of standardised tests for Reading and Maths 3 x annually in Years 1 -6	Improved identification of knowledge gaps More secure assessment judgements	QLA has impacted on teachers' planning and also on targeted interventions in reading and maths. In school data for Years 3 -5 is strong and shows improvement at the higher standard.	Standardised tests will continue to be used. Comparison with end of Key stage national test outcomes shows some disparity; another year of data will help the school in understanding any differences.	£1400
Training in Kinetic Letters for new teachers and for KL Lead	Handwriting is not a barrier to written expression appropriate to cognitive level	The school has a consistent approach now to teaching handwriting in the Early Years and KS1. Almost all children have the correct pencil grip ensuring that handwriting can become fluent and automatic. Some children are still not transferring learned skills into writing books.	Ensure the teaching of Kinetic Letters is monitored regularly by the English Lead (time release) so that weaker teaching can be addressed. Begin 20 day challenge for children who are struggling to form particular letters correctly with appropriate intervention/support.	£350

Embed school's approach to teaching writing through a clear document 'How we teach writing at GNPS' based on a Talk4 writing approach. Provide coaching and modelling where teaching is weaker.	Good progress in writing is maintained with strong outcomes in all year groups	Writing outcomes for all year groups except Year 1 in July 2019 were at least in line with national or above at both the expected and greater depth standards.	We need to ensure that children are exposed to and challenged to use a wider range of vocabulary in their writing. A whole school focus on independent reading and reading for pleasure will also help to address this.	
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Regular reading opportunities with an adult in school - Dog Therapy/Governor volunteer/TA targeted support	Improve Reading skills for pupils eligible for PP	Partially successful. Where regular reading with an adult has taken place there has been a significant improvement in the pupils' confidence and interest in reading. 57% pupils eligible for PP met the expected standard in reading or above.	Simply focusing on comprehension skills does not have the desired impact. Reading regularly with a child simply for pleasure seems to have a greater impact, certainly for children not reading at home	£8,000
Targeted 1:1 feedback and support with editing of writing for pupils in KS2 eligible for PP	Improve writing skills for pupils eligible for PP	Progress is evident in books. 57% of pupils eligible for PP met the expected standard in writing or above.	Ensure that on teachers marking and feedback sheets, PP pupils are always individually highlighted with their next step for progress in writing.	
Targeted maths support in class and as additional intervention with skilled TA.	Improved maths skills for pupils eligible for PP	57% of pupils eligible for PP met the expected standard in maths or above. A further 29% made good progress in the termly standardised tests for maths.	Where teaching is weaker, the impact on pupils eligible for PP is significant. Pre-teaching may improve confidence and access to QFT and therefore have a bigger impact than post-teaching intervention	
Monthly monitoring of attendance by HT HT to address poor attendance with parents Class Attendance award each week celebrated in assembly	Good attendance for pupils eligible for PP	Whole school – 97.4% Pupils eligible for PP – 95.7% 5/7 pupils eligible for PP had attendance above 95%	HT to work closely with parents of pupils falling below expected attendance to address barriers. Sending out a letter does not seem to have the necessary impact.	
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 on time and to a good standard by all pupils eligible for PP	Homework completed by all pupils eligible for PP. Improved support at home with learning evident.		

Protective Behaviours introduced to all pupils including network hand. 1:1 time with consistent TA each week. Drawing and Talking where appropriate	Pupils eligible for PP feel supported at school and talk with trusted adults about any worries or problems	Recent pupil survey evidences that pupils eligible for PP in KS2 feel they can easily find someone to talk to if they need to. 2 x pupils eligible for PP have benefited from Drawing and Talking.	Consider drop in session once weekly for pupils who may otherwise find it difficult to initiate a conversation with an adult in school. Teachers must make sure they revisit PB and helping hand regularly with children and be mindful of pupils eligible for PP and which adults they have named..	
Chosen club paid for by school Music tuition paid for by school if child chooses to access Financial support for residential and other trips	Pupils eligible for PP can access extracurricular activities that promote their self-esteem and well-being	86% of pupils eligible for PP have accessed at least one extracurricular club this year. All have been offered support financially with clubs, trips and visits. 2 pupils eligible for PP have been supported to learn a musical instrument.	Waited too late into the year to discuss this with pupils and parents. From September, encourage pupils eligible for PP to join a club. Wide variety on offer now in school, but if none are suitable, then look to find a way to introduce a chosen club.	£

### iii. Other approaches

Action	Intended outcome	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
<ul style="list-style-type: none"> <li>•Reinforce 3 school rules at the start of each half term in each class</li> <li>•Agreed focus on Be Ready, what it looks like in each class and consistent response by all adults – a certainty of response</li> <li>•Continued training and discussion from Paul Dix book 'When the adults change everything changes'. Actions agreed and followed up.</li> </ul> <p>Introduce over and above celebration to Friday's assembly to raise expectations of behaviour Review sanctions – immediacy and restoration SEND needs of key pupils identified and adult support arranged with use of HNF funding to support this</p>	Improved learning behaviours and attitudes evident in all classes Improved behaviour in classes; less disruption by key individuals	<p>Learning walks conducted by Senior Leaders and governors evidences good behaviour and attitudes in classrooms. The school has developed a consistent approach to dealing with low level disruption in classes and this has had a positive impact. Class and lunchtime behaviour logs allow HT to monitor behaviour more readily and support where necessary. Three pupils with SEND who were causing severe disruption in classes are now supported full-time by an adult; the school receives HNF to assist with this level of support. All pupils eligible for PP have received star of the week in Friday's celebration assembly this year.</p>	<p>There are still some inconsistencies in responses from adults in school in terms of level of sanctions. This will be discussed and addressed on training day in September.</p> <p>However, the language being used with children and the modelling of respect and holding everyone in high regard is now consistent. There is also a greater understanding amongst all staff of the needs of children whose behaviour is challenging and how better to meet these needs rather than focus purely on the behaviour.</p>	Additional costs to school over above SEND budget and HNF for 1:1 support of individual pupils = £15,000

## 6. Planned expenditure

Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<ul style="list-style-type: none"> <li>Incorporate Tom Sherrington's 'Rosenshine Principles in Action' into CPD session</li> <li>Senior Leaders attend 1 x PDET 'Observing QFT within a lesson' CPD session (+ Rosenshine focus)</li> <li>Attend conference to gather CPD material on Rosenshine principles</li> <li>Identified teachers attend PDET QFT (+ Rosenshine focus) Principles CPD session following SLT session.</li> <li>Follow up staff meetings x 1 per term: Term 1 – present new material using small steps (linked to explicit LO and steps for success) Term 2 – Check for student understanding; ask probing questions; use low stakes testing Term 3 – Embed daily and weekly reviews into planning and teaching sequence</li> </ul>	<p>All leaders are fully confident in identifying elements of QFT linked to Rosenshine Principles that need development for individual teachers to optimise progress in learning.</p> <p>All teachers understand the elements of QFT (including Rosenshine Principles) that are effective in optimising progress in learning.</p> <p>Rosenshine Principles are evident in QFT in core subjects (Maths and Literacy) across the school ensuring consistently good and better teaching.</p>	<p>These principles are based on research and secure evidence of impactful teaching.</p>	<p>Monitoring by senior leaders including Trust Leaders – Learning walks, planning and pupil book scrutinies Staff meeting reviews – sharing of best practice</p>	<p>HT and AHT</p>	<p>Termly reviews and final review July 2020</p>

<ul style="list-style-type: none"> <li>• Introduce RWI programme for all phonics teaching in EYFS and KS1</li> <li>• Daily whole class and/or guided reading</li> <li>• Continued focus on VIPERS</li> <li>• CPD for all staff and volunteers on the teaching of phonics and reading</li> <li>• QLA from termly PIRA tests used to aid planning and targeted support</li> <li>• 'Walking thesaurus' in every classroom; use modelled and encouraged daily</li> <li>• Topic linked vocabulary identified and included in knowledge organisers that go home and form basis of quick tests</li> </ul>	<p>All pupils eligible for PP make expected progress and all non-SEND meet expected standard in Reading (PIRA SS 98+)</p> <p>Pupils demonstrate good understanding of new vocabulary.</p>	<p>Fidelity to one phonics programme taught consistently through Reception and KS1 has proven success in reading outcomes.</p> <p>Widening children's vocabulary knowledge helps with reading comprehension.</p> <p>Clear focus on powerful knowledge that needs to be learned will enhance pupil progress</p>	<p>Learning walks; phonics tracking; test outcomes and analysis summaries from teachers</p>	<p>English Lead</p>	<p>Termly reviews and final review - July 2020</p>
<ul style="list-style-type: none"> <li>• Effective use of marking and feedback sheets to ensure teaching is led by pupils' needs. Pupils eligible for PP are highlighted by name on every teacher's marking and feedback sheet with next steps.</li> <li>• 'Walking thesaurus' in every classroom; use modelled and encouraged daily</li> </ul>	<p>All pupils eligible for PP make expected progress and all non-SEND meet expected standard in Writing</p>	<p>Planning informed by clear formative assessment based on pupils' outcomes in lessons will ensure pitch and expectations are accurate. Knowledge gaps can be acted upon more quickly.</p>	<p>Half-termly review of teachers' marking and feedback sheets.</p>	<p>HT</p>	<p>Half –termly and then final review July 2020</p>
<ul style="list-style-type: none"> <li>• QLA from termly PUMA tests used to aid planning and targeted support</li> <li>• Weekly quick quizzes to assist pupils in retaining key mathematical knowledge</li> <li>• Pre-teaching where appropriate for pupils eligible for PP</li> </ul>	<p>All pupils eligible for PP make expected progress and all non-SEND meet expected standard in Maths (PUMA SS 98+)</p>	<p>As above.</p> <p>Low-stake quizzes that demand retrieval of knowledge helps to build long term memory. This in turn reduces cognitive load for future learning.</p> <p>Pre-teaching where possible increases confidence and improves access to and understanding of new learning.</p>	<p>Teacher summaries of analysis Planning scrutiny and learning walks Pupil voice</p>	<p>HT Maths Lead</p>	<p>Termly reviews and final review July 2020</p>
<p><b>Total budgeted cost</b></p>					<p>£4500</p>

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>At least 2 x weekly 1:1 reading with an adult in school. Monitoring of book choice by an adult weekly and taught strategies for pupil self-selection of books Introduce OUP Reading Buddies Ensure there is a good choice of decodable books for early readers. Ensure there is a good choice of appropriate books in every classroom incl. Pie Corbett's reading spine. Introduce reading buddies across the school with weekly opportunity to read together</p>	<p>Pupils enjoy reading for pleasure; they read often choosing appropriate and varied books.</p>	<p>Regular practice of reading aloud aids fluency which leads to greater comprehension of texts. Reading books at an appropriate level increases confidence and assists progress and enjoyment.</p>	<p>Learning walks Pupils' reading records Pupil voice</p>	<p>English Lead</p>	<p>Dec 2019 Mar 2020 July 2020</p>
<p>3 x weekly handwriting practice with an adult. Try 20 day challenge for specific handwriting targets – e.g., letter formation; speed</p>	<p>Improved fine motor skills and letter formation; increased fluency in handwriting</p>	<p>Formation, orientation and placement of letters becomes automatic which frees up space in the working memory</p>	<p>Learning walks; intervention records Pupils' books</p>	<p>English Lead HT</p>	<p>Dec 2019 Mar 2020 July 2020</p>
<p>Create checklist for pupils to prompt collection of correct equipment. Ensure that pupils eligible for PP receive positive recognition regularly for their effort as well as achievements. Encourage good sleep routines through communication with parents and carers; for older pupils encourage personal responsibility</p>	<p>Improved readiness for learning – good amount of sleep; organised with the correct equipment, e.g. glasses, stationery; motivated to learn</p>	<p>Basic needs must be met before learning can take place. Removing barriers will help provide optimum conditions for learning</p>	<p>Learning walks Pupil voice Teacher feedback Parent voice</p>	<p>HT</p>	<p>Dec 2019 Mar 2020 July 2020</p>
<b>Total budgeted cost</b>					<p>£3000</p>

<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
<p>Introduce a personal log for pupils in Years 2 to 6 that includes record of active play/ sports.</p> <p>Sports coach to help run activities and games 3 x weekly lunchtimes alongside sports crew</p> <p>Once termly focus in assembly or in classes about a healthy diet and making healthy choices</p> <p>Regular communication with parents/carers about keeping children safe online through the website and newsletters</p> <p>Speak with parents where pupils most affected by online behaviour about drawing up a family agreement; support families with this</p>	<p>Pupils understand the important elements of a healthy lifestyle and demonstrate this through the choices they make, e.g. active break times; involvement in clubs; healthy diet; safe, healthy online activity</p>	<p>Healthy choices will support children's welfare, sense of wellbeing and mental health.</p>	<p>Tracking of pupils' involvement in activities</p> <p>Scrutiny of pupils' logs</p> <p>Newsletters and school website</p>	<p>PE Lead HT</p>	<p>Termly and final review in July 2020</p>
<p>Encourage pupils eligible for PP to take part in at least one extracurricular club.</p>	<p>Broadening pupils' experience and providing opportunities to succeed in other areas</p>		<p>Tracking of involvement in clubs</p> <p>Pupil voice</p>	<p>HT</p>	<p>Termly and final review in July 2020</p>
<b>Total budgeted cost</b>					£3300
<b>7. Additional detail</b>					

