



## GREENMOUNT PRIMARY SCHOOL

### 2018-19 Pupil Premium strategy statement

1. Summary information					
<b>School</b>	Greenmount Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£187,440	<b>Date of most recent PP Review</b>	Sept 2019
<b>Total number of pupils</b>	432	<b>Number of pupils eligible for PP</b>	142 (33%) (Sept 19)	<b>Date for next internal review of this strategy</b>	December 2019
Additional Information – Purpose of spending					
<p>The pupil premium is provided in order to support defined pupils in reaching their potential. We know that not all pupils who are disadvantaged are registered or qualify for free school meals. We know that not all pupils who are registered and qualify for support through the grant need support in equal amounts. We know that many pupils defined as 'disadvantaged' have other factors (SEND, EAL etc) which increase their vulnerability.</p> <p>We therefore reserve the right to allocate and use the funding to support any pupil or group of pupils who is legitimately identified as vulnerable and needing more help than usual to succeed.</p> <p>Our priority will always be to <b>focus on 'diminishing differences' or 'narrowing the gap' between the most vulnerable pupils</b> and their more fortunate peers in school.</p>					

2. Current attainment		
EYFS 2018-19		
	<i>Pupils eligible for FSM (% of pupils)</i>	<i>Pupils not eligible for FSM (national average)</i>
<b>% of pupils achieving a good level of development (GLD)</b>	64.7% (56.5)	61.9% (74.4)
<b>% of pupils achieving at least the expected standard in reading</b>	54.7%	
<b>% of pupils achieving at least the expected standard in writing</b>	49.7%	
<b>% of pupils achieving at least the expected standard in maths</b>	64.7%	

Phonics 2018-19		
	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in Year 1 Phonics</b>	73.7% (70.1)	71.8% (84.5%)

KS1 2018-19		
	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	57.1% (49.8)	50% (68.8)
<b>% of pupils achieving at least the expected standard in reading</b>	76.2% (61.9)	65.8% (78.4)
<b>% of pupils achieving at least the expected standard in writing</b>	61.9% (54.7%)	50% (73.1)
<b>% of pupils achieving at least the expected standard in maths</b>	76.2% (62.2)	68.4% (79.1)

KS2 2018-19		
<b>% pupils PP, % pupils not eligible for PP (national 32% PP, 68% non PP)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	33.3% (51.2)	33.3% (70.8)
<b>% of pupils achieving at least the expected standard in reading</b>	46.7% (61.9)	51.5%(78.1)
<b>% of pupils achieving at least the expected standard in writing</b>	43.3% (67.7)	63.3% (83.2)
<b>% of pupils achieving at least the expected standard in maths</b>	60% (67.2)	66.7% (83.7)
<b>% of pupils achieving at least the expected standard in GPS</b>	56.7% (67.3)	75.8% (82.8)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers.	
<b>A.</b>	a) Inconsistency of first quality teaching, with high levels of expectation particularly of writing, over time. b) The legacy of previous weak teaching of reading and writing. c) Unforeseeable movement of staff (illness, promotion, maternity etc).
	Our relentless foci on:

	<p>a) the level of challenge presented to pupils of all abilities</p> <p>b) the frequency and reliability of assessment for learning, and of learning, in classrooms</p> <p>c) the monitoring (by leaders), evaluation (by SLT), and review of the quality of teaching (by all professional staff)</p> <p>d) the tracking of performance of different groups of pupils</p> <p>...will ensure that the pace of learning for all pupils, especially those eligible for support through the pupil premium, will accelerate.</p>
<p><b>External barriers. ALL OF WHICH REQUIRE EARLY AND CONTINUING INTERVENTION ONCE CHILDREN ARE IN SCHOOL</b></p>	
<b>B.</b>	<p><b>Well below average overall starting points, particularly in communication skills and the use of English.</b></p> <p>A very large majority of pupils join school with English language skills well below those normally expected for pupils of their age. This is particularly the case with younger children who usually arrive <i>en masse</i> in Nursery with little or no English vocabulary.</p> <p>It also presents different difficulties when older pupils arrive in mid-year with no English language, into already functioning class groups. We will provide the necessary support for these children.</p> <p>We will focus on improving basic speaking and listening skills; social skills; and speed up often delayed physical development in young children.</p> <p>We will ascertain as quickly as possible the most immediate needs of new arrivals in school. We will track the progress of these pupils relentlessly.</p>
<b>C.</b>	<p><b>The inability of some parents to give educational preparation and support at home; lack of parental engagement in some instances; general poverty.</b></p> <p>Pupil's home life prior to school is often a barrier to learning in school. Parents lack of competency in English, their low self-confidence in dealing with the system, housing mobility (and overcrowding), means that many pupils are not ready for learning when they arrive school, at whatever age that might be.</p> <p><b>The above factors are often compounded by other significant issues including;</b></p> <p>Social, emotional and mental health concerns within the family and experienced by the children.</p> <p>We will work with directly parents to help them make vital small differences early on in their children's lives.</p>
<b>D.</b>	<p><b>Limited life experiences.</b></p> <p>Few pupils have access to high quality educational experiences which enrich and enhance their knowledge and brings the curriculum to life for them. Their self-esteem and confidence in reading, writing and maths is below what would normally be expected.</p> <p>The School will endeavour to raise standards across the board by increasing the relevance of reading, writing and maths opportunities across the curriculum.</p> <p>We will ensure that No PP child will be required to pay for taking part in any extra-curricular activity.</p>
<b>E.</b>	<p><b>Below average initial attendance, inconsistent punctuality and absence due to extended leave abroad.</b></p> <p>We have already begun work to improve attendance for PP pupils to ensure they are in school and ready to learn, by any and all means.</p> <p>We have begun to improve the punctuality of PP pupils to minimise the amount of lost learning occurring at the start of the school day.</p> <p>We feed and clothe where necessary.</p> <p>We will use the PPG to continue to carry out all these support activities.</p> <p>The attendance of PP pupils is not yet in line with than the national average for similar pupils. Our proactive work with parents of children new tp the school, already showing positive signs, will be extended.</p>

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Outcome: Quality and consistency of teaching, with high levels of expectation and challenge particularly for PP children, continues to improve.</p> <p>Measured by:</p> <ol style="list-style-type: none"> <li>1. Direct evidence (pupils' books) and indirect evidence (tracking data) match to show consistently good progress in all classes for PP children, whatever their starting points might be.</li> <li>2. Monitoring of T&amp;L shows increasing proportion of outstanding learning events, decreasing proportion of lessons deemed to be requiring improvement.</li> <li>3. Maintained standard of pupils' attitudes to learning</li> </ol>	<p>To continue to close the attainment gap in KS2 between disadvantaged and non-disadvantaged pupils for EYFS and KS2 pupils by a further 5% in 2019 and a further 10% in 2020. PP pupils at KS1 are currently outperforming non-PP in all subjects.</p> <ol style="list-style-type: none"> <li>1. To continue to close the gap with overall GLD between Greenmount and national (13% difference)</li> <li>2. Overall Y1 Phonics screen rises to 75% in 2020 (currently 71%).</li> <li>3. KS1 Reading ARE continues to stay inline with National (70%) and PP pupils exceed National ARE in 2020 (Greenmount PP pupils currently achieve higher than national ARE by 8%).</li> <li>4. KS1 Writing ARE rises by 10% in 2020.</li> <li>5. KS1 Maths ARE continues to close the gap with national ARE (difference is currently 5%, however PP pupils are achieving higher than national by 14%).</li> <li>6. KS2 Reading ARE rises by 10% in 2019 and a further 10% in 2020.</li> <li>8. KS2 Writing ARE rises by 5% in 2019 and a further 10% in 2020.</li> <li>9 KS2 Maths ARE continues to close the gap with national ARE (currently 15% compared to 26% in 2018).</li> <li>10. KS2 ESPG ARE rises by 10% in 2020 compared to 2019 (67%).</li> <li>11. All KS2 GD figures are close to national average in 2020.</li> </ol>
<b>B.</b>	<p>Outcome: Ensure early and accurate assessment of the attainment/circumstances of new arrivals in school, in all areas of learning.</p> <p>Measured by:</p> <ol style="list-style-type: none"> <li>4. All necessary and appropriate baseline assessments (Bells Foundation) completed within one week of arrival.</li> <li>5. Curriculum interventions / enhancements are at hand and used to best possible effect. ('Provision Map' is available)</li> <li>6. The school has a complete breakdown of any additional factors (SEN, CIN, N2E etc) which may impact further on the outcomes of PP children.</li> <li>7. Greatest support is placed where there is greatest need.</li> </ol>	<p>All differences in performance between disadvantaged pupils and non-disadvantaged pupils for KS2 and EYFS pupils to reduce by 5% in 2019 and by a further 10% in 2020.</p> <ol style="list-style-type: none"> <li>1. Language and communication skills for all pupils improve rapidly, particularly in early years, and contribute to the numerical outcomes listed above.</li> <li>2. A growing proportion of PP pupils achieve EXS/ARE from one year to the next, or that there is a diminishing of the gap between PP and non-PP at the end of the year as compared to previous years in all classes (above).</li> <li>3. Differences in performance between PP and non-PP children are not dependent on accessibility to support.</li> <li>4. The school's internal tracking is sufficiently detailed, and its strategy sufficiently flexible, to recognise that one size may well not fit all, and thus ensure fairness as well as equality.</li> </ol>

<p><b>C.</b></p>	<p>Outcome: Parental Engagement increased throughout school with effective home/school learning partnerships growing continuously.</p> <p>Measured by: 8. Regular parent workshops and open classroom events. 9. Parents bring their children to 'free' Breakfast Club – attendance increasing. 10. Parents support and return home /school learning tasks. 11. Attendance at Parents Events is good.</p>	<p>All differences in performance between disadvantaged pupils and non-disadvantaged pupils in and EYFS and KS2 reduce by 5% in 2019 and by a further 10% in 2020.</p> <ol style="list-style-type: none"> <li>1. Tracking shows that progress of PP pupils is accelerated, and standards are raised across all year groups in reading, writing and maths.</li> <li>2. Increasing percentage of ipsative referenced pupils achieve ARE or GD in reading, maths, and writing, particularly through EY and KS1.</li> <li>3. Demand from parents for IT, English, maths etc. classes grows.</li> </ol>
<p><b>D.</b></p>	<p>Outcome: No child eligible for PPG support misses any school enrichment / inspirational visit for any financial reason.</p> <p>Measured by: 12. Curriculum planning. 13. Tracking information 14. Records of family support worker. 15. Communications between PP home/school.</p>	<p>All differences in performance between disadvantaged pupils and non-disadvantaged pupils in EYFS and KS2 to reduce by 5% in 2019 and by a further 10% in 2020.</p> <ol style="list-style-type: none"> <li>1. Parents fully aware of confidential support availability</li> <li>2. Clothing allowances for school uniform / shoes / equipment etc made available and up taken as needed.</li> <li>3. All PP children attend every enrichment visit or residential arranged by school or for school.</li> <li>4. Any PP child who wishes to attend breakfast club or any other out of school activity is able to do so at no cost.</li> </ol>
<p><b>E.</b></p>	<p>Outcome: The attendance of children eligible for support through the PPG will be at the national average for all children.</p> <p>Measured by: 16. Involvement of FSW 17. Records and Tracking data</p>	<p>There is currently no correlation between pupil premium children and poor attendance. This will continue to be closely monitored.</p> <ol style="list-style-type: none"> <li>1. All pupils have access to, and take up, high quality educational experiences</li> <li>2. 'Pupil Voice' records show: <ol style="list-style-type: none"> <li>a) An increase in the self-esteem and confidence of pupils in reading, writing and maths.</li> <li>b) Pupils say they want to come to school because it is interesting.</li> </ol> </li> </ol>

**Proposed Expenditure 2019 -2020**

See Action Plan

