

Green Meadow Primary School - Disadvantaged/ Pupil Premium Statement 2016 - 2017 Review

Barriers to Learning

- Oral language skills (reading and writing attainment is below expected levels as are Wellcolm outcomes from Reception baseline for current Infant pupils).
- Limited life experiences; pupils can demonstrate a lack of resilience.
- Limited level of parental engagement in school life and pupil development. Education is not necessarily valued or given high priority.
- Emotional and behavioural difficulties.
- Limited vocabulary and understanding of language.
- Attendance and/or punctuality often due to medical need is an increasing difficulty.

Desired Outcomes

- End of Key Stage Assessment Data - Improved attainment and progress for Pupil Premium Pupils compared to Pupil Premium Pupils Nationally. Sustained and rapid progress in reading as vocabulary has improved.
- Pupil Premium Pupil outcomes year on year compare well with Non Pupil Premium children in the same cohort for attainment and progress.
- Pupils supported with emotional and behavioural issues so that they feel as secure as possible in school, have greater self-esteem and therefore have a greater chance of succeeding academically. The impact of emotional and behavioural issues reduced.
- Level of parental engagement increased and having a positive impact on pupil outcomes and development.
- Improved attendance and punctuality rates.

Quality First Teaching for All – Cover for pastoral and pupil progress meetings every term between school leaders and staff. The monitoring and discussion of pupils’ academic and personal development is critical in enabling adults to meet children’s needs effectively, to share information and to implement strategies that address the different barriers to learning that individual pupils face.

Success criteria – Pupils meeting the national standard for their age. Teachers delivering effective strategies to improve competency and progress in basic skills as well as employing strategies to remove barriers to learning.

Desired Outcome	Chosen Action/ Approach	What was the evidence?	How do we ensure good implementation?	Staff Lead	When we review impact
TA support for PP / SEND pupils.	To support English and Maths work, other adults working 1:1 or with small groups.	Data - disadvantaged groups not performing as well as other groups of pupils.	Targeted pupils based on data and staff knowledge. Discussions and evaluations through Pupil Progress Meetings.	CMG	End of the school year – pupils making good progress / achieving
Cover teachers / SLT support for Coaching /	To support the planning, delivery and assessment of	Data - disadvantaged groups not performing	PP children targeted and compared with data for all children in the Year and all	SLT	Outcomes at the end of each term and year. Performance

Mentoring & CPD programme.	the English and Maths Curriculum.	as well as other groups of pupils.	children Nationally where possible. Monitoring and Evaluation procedures.		Management Outcomes.
				Total	£141,029

Targeted Support – Provision of pastoral support to raise self-esteem for pupils and to provide family support (parental advice and guidance)					
Success Criteria – Support in place and being provided for children and families. Self-confidence of children improved and engagement of families is good.					
Desired Outcome	Chosen Action/ Approach	What was the evidence and rationale?	How did we ensure good implementation?	Staff Lead	When we reviewed impact
Children with emotional / behavioural needs: to have support that allows them to explore what is happening and give them strategies to be able to feel secure and achieve academically.	Pastoral Team: Pastoral Manager / SLT to support with mentoring, 1:1 emotional support. Pastoral Team also set up and liaise with outside support agencies.	Significant numbers of pupil premium children in school are identified as vulnerable based on information from records, discussion and observation.	Records are kept of children supported and outcomes/ impact	Pastoral Team	Impact is reviewed half-termly and adjustments to support/ children being supported made.
Children with emotional/behavioural needs: to have greater social skills and resilience in situations.	Pastoral Manager support groups for social skills and resilience e.g. during playtimes or during the curriculum time.	Behaviour incidents - Some children demonstrating a lack of understanding of social cues or struggle to be resilient if things do not go their way.	Children take part in social situations more successfully and/or develop resilience/ a set of strategies to deal with different situations.	Pastoral Manager	Impact reviewed during / after each programme.
				Total	£43,184

Other Approaches – Some pupils require a greater degree of support / resource / individual programme to achieve academically and personally.					
Success Criteria – Access to the curriculum improved; self-esteem and confidence increased; strategies complement interventions already in place and are tailored to individual need; families able to support learning at home. The school is able to support full participation in visits / learning opportunities (music and PE) linked to the curriculum for specific families. These are an important part of the school’s curriculum provision and there are circumstances where families are unable to fund these opportunities. This strategy ensures equity of access.					
Desired Outcome	Chosen Action/ Approach	What was the evidence and rationale?	How did we ensure good implementation?	Staff Lead	When we reviewed impact
To provide computer netbooks for Pupil Premium families.	All Pupil Premium Pupil families asked if they have access to a computer at home.	Home Learning opportunities.	Monitoring of Netbooks and completion of Home Learning tasks and research.	School Business Manager	At the end of school year.

To provide curriculum enrichment opportunities that children may not otherwise be able to experience.	Support children to go on the residential trip in Y5 and other educational visits / outdoor Learning and workshops in and out of school during the year.	Opportunity to take part in independent/ managed risk/ away from home experiences. Opportunity for pupils to experience trips to places of worship and other workshops / Outdoor Learning within school.	Increased numbers of children participate in the Y5 residential. Full participation in all educational visits and academic and personal workshops in school.	SLT Staff	Review after each visit – engagement, enjoyment, learning outcomes.
To provide curriculum catch up programmes for identified pupils / individuals in specific year groups.	Programmes e.g. Sound Training. Staffing (including SLT) to support small group and 1:1 teaching.	A high proportion of pupils require ‘catch-up’ programs to access the curriculum and support to develop the skills required for age related expectations.	Assessment for Learning in place. Programme reviewed regularly and before / after data analysed for impact.	Staff	On-going - % of pupils achieving expected standard increased.
To cater for individual need.	Individual support offered to improve access to the curriculum e.g. glasses, personal tutor, specialised pastoral support.	Individual need a barrier to learning or attendance at school.	Careful strategy / intervention chosen according to need and monitored by organisation providing support and Senior Leadership Team.	SLT	On-going review of attainment and progress academically and personally.
To monitor and improve attendance and punctuality.	Senior Secretary Attendance and Punctuality monitoring. Pre-School Breakfast Club for identified pupils.	Attendance / Punctuality Data. Pupils who are frequently late identified and breakfast club offered to families.	Senior Secretary monitors attendance and punctuality daily, weekly and monthly alongside Pastoral Team. Monitoring of Breakfast Club attendance.	SLT / Staff	Data Review Engagement and enjoyment of club.
				Total	£36,227