

Green Meadow Primary School - Disadvantaged/ Pupil Premium Statement 2017 - 2018

Barriers to Learning

- Oral language skills (reading and writing attainment is below expected levels as are Wellcom 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

- Pupil outcomes improved after the school has implemented the action plan from the External Pupil Premium Review undertaken in the Autumn Term 2017.
- 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. To provide appropriate CPD for staff in Growth Mind Set to enable best outcomes for pupils.

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
Staff target / support disadvantaged / SEND pupils, with a focus on KS2 classes to improve	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.	Teachers Teaching Assistants	End of term / school year – pupils making good progress / achieving ARE.

progress and attainment of disadvantaged pupils.			Planned timely interventions and 'No one left behind' interventions impact upon pupil progress and attainment.	SLT	
As part of Performance Management – Cover teachers / SLT support for Coaching / Mentoring & CPD to improve the quality of teaching and learning. External consultants promote staff thinking.	SLT / external consultants to support the planning, delivery and assessment of the Curriculum. CPD promotes staff to provide additionally for disadvantaged children. CPD to include Growth Mindset and Quality First Teaching. Performance Management Cycle.	Data - disadvantaged groups not performing as well as other groups of pupils. Quality of provision and feedback through lesson observations, learning walks, pupil progress meetings and book sampling.	Disadvantaged children targeted and compared with data for all children in the Year and all children nationally where possible. Class teachers to follow up any misconceptions that have been identified within core teaching sessions. Monitoring and Evaluation procedures will focus on the progress and attainment of pupil premium children and underachieving groups. Performance Management target linked to Disadvantaged Pupils and progress reviewed regularly. Planned timely interventions and 'No one left behind' interventions impact upon pupil progress and attainment.	Teachers Teaching Assistants SLT	Intervention review. Outcomes (progress and attainment) at the end of each term and year have improved for disadvantaged pupils. Performance Management targets have impacted on practice.
Higher awareness of Disadvantaged Pupils in school with targeted support from SLT and all staff impacting on pupil progress and attainment.	Disadvantaged list contains barriers to learning, specific Maths and English need and prior attainment information. This list to be updated at least half termly. Disadvantaged Pupils books to be labelled with a colour sticker for identification when marking / giving feedback. After any Monitoring and Evaluation of Disadvantaged pupils SLT provide pupils with specific target that is reviewed a few weeks on.	Lack of knowledge and focus on Pupil Premium Pupils. Data - disadvantaged groups not performing as well as other groups of pupils.	Regular update of Disadvantaged list and identified provision. Disadvantaged Pupil Feedback for English and Maths to be focused and responded to during each sequence of learning. Pupils to complete 'Closing the Gap' tasks set by the teacher / teaching assistant. Monitoring and Evaluation procedures to focus on Disadvantaged groups. SLT to target Pupil Premium Pupils with next step targets and review progress over the period of a few weeks (when the pupils reaches the yellow sticker). Disadvantaged Pupil Ambassador (AHT) working with parents and pupils in school highlighting barriers to learning and	Teachers Teaching Assistants SLT	Outcomes at the end of each term and year have improved for disadvantaged pupils. Performance Management targets have impacted on practice.

			adapting provision (see parental engagement below).		
To improve the rigor of monitoring and evaluation procedures for Disadvantaged Pupils.	After any Monitoring and Evaluation of Disadvantaged pupils SLT provide staff with specific targets that are regularly reviewed through coaching / mentoring.	Data - disadvantaged groups not performing as well as other groups of pupils.	Clear identified barriers to learning in place and reviewed regularly. Interventions led by data analysis and evaluation. Pupil targets set and reviewed at least each term. Staff aware of all Disadvantaged pupils. Monitoring and Evaluation procedures in a cycle of do, review and plan next steps.	SLT Teachers Teaching Assistants	Progress and attainment outcomes at the end of each term and year have improved for disadvantaged pupils.
				Total	£133, 891

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. Parents engaged with school and support the progress of their children through some home learning.					
Desired Outcome	Chosen Action/ Approach	What was the evidence and rationale?	How did we ensure good implementation?	Staff Lead	When we review 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. Group programmes: Lego therapy, Volcano in my tummy Anger Management, Happy in my skin self-esteem social skills groups.	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 of support and mentoring. Disadvantaged pupils' academic progress and attainment / attendance will be monitored for the terms after they have received pastoral support to review impact.	Pastoral Team	Impact is reviewed half-termly and adjustments to support children made as appropriate.
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

	Assessment tools: Boxall Profile, Re-integration scales, AET Progression Framework				and for the terms after the support.
Parental engagement with school and their child (ren)'s learning improved. Parental attendance at workshops improved.	Assistant Headteacher who is Disadvantaged Pupil champion to meet with targeted parents and provide resources / strategies for them to support their child (ren)'s learning.	Percentage of Disadvantaged Pupils achieving Age Related Expectations and the gap between PP and non-PP outcomes. Lack of engagement from parents.	Set meetings up and provide resources as appropriate. Hold parent workshops and catch up sessions as necessary. Create and distribute resource packs for home. Minute meeting outcomes and regularly review with the parent and child progress in terms academic and social development. Review of home learning completed. Ensure parents attend parental workshops – use of incentives and catch up meetings for those who did not attend.	Assistant Head – Louise Stirrop	Outcomes at the end of each term and year have improved for disadvantaged pupils. Home School Liaison improved. Greater involvement of parents in workshops and parent questionnaire.
				Total	£26,694

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 review impact
To provide computer netbooks for Pupil Premium families so that targeted home learning / intervention programmes are undertaken.	All Pupil Premium Pupil families have access to a computer at home or in school if more appropriate (working in learning sessions during lunch).	Home Learning opportunities. Percentage of Disadvantaged Pupils achieving Age Related Expectations and the gap between PP and non-PP outcomes.	Monitoring of Netbooks and completion of Home Learning tasks and research. Learning Sessions at lunchtime set up by Assistant Headteacher for those pupils who can focus better during the school day.	SLT ICT Technician	Regular review of intervention programmes and home learning activities undertaken and whether

			Intervention programmes reviewed e.g. Oxford Owl, Literacy Planet, Mathsletics.		they have an impact on pupil outcome.
To provide curriculum enrichment opportunities that children may not otherwise be able to experience and review impact socially and academically.	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, Colourful Semantics and the Link (speech and language programme). 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. See 2017 18 target sheet.
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. Strong relationships with parents supported to ensure children’s needs are met.	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. SLT member monitors lateness weekly by standing at the entrance door and eliciting reasons from parents. Identify family need, offer free attendance at breakfast club. Monitoring of Breakfast Club	SLT / Staff	Attendance / Lateness data Review. Engagement and enjoyment of club.

			<p>attendance and reduction in the number of late marks.</p> <p>Re-evaluate rewards for attendance – provide incentives for pupils whose attendance is improving.</p> <p>Look into the viability of a walking bus.</p>		
Improved speech and language outcomes.	<p>Signposting parents to outside agencies (NHS, speech and language support).</p> <p>Programmes e.g. The Link, Colourful Semantics, Wellcom.</p>	<p>Some children are below age related expectations for speech and language skills (evidence from Wellcom screening).</p>	<p>Supportive relationships between school and parents to ensure children’s needs are met.</p> <p>Raising for staff in using chosen programmes.</p> <p>Regular screening using Wellcom and The Link.</p>	<p>SLT</p> <p>EY / Y1 / Y2 teams and phase leaders</p>	<p>Progress monitored and support adapted as appropriate.</p>
				Total	£46,655