

Background Information

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. Schools are free to decide how to allocate this funding to best support the raising of attainment for these children. There are three categories of children that qualify for pupil premium: Children who are eligible for free school meals (FSM) Looked After Children and Armed Forces Children.

Principles

To achieve the best support for children who are eligible for Pupil Premium Greenhill School:

- ✚ is committed to raise achievement for children who are eligible for Pupil Premium and recognises the need for these children to make more accelerated progress than non-eligible children.
- ✚ uses a range of support aimed to tackle the range of barriers including; attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible children, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first-hand experiences and development of literacy and numeracy skills.
- ✚ uses assessment and tracking systems which enable thorough analysis of Reading, Writing and Maths data. This allows is to identify children who are under achieving.
- ✚ directs resources and interventions to accelerate progress of eligible children and close the attainment gap compared to their peers.
- ✚ uses assessment data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible children.
- ✚ ensures class teachers, phase leaders and subject leaders know which children are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school.

The Governing Body is ambitious for all groups of children and closely monitors the school's effectiveness in closing the gap between different groups of children.

Barriers to Achievement

Greenhill Primary School is an average-sized primary school with 247 pupils on roll, located on the western outskirts of Bury, Lancashire. Our school serves a demographically changing area. The school has a deprivation indicator of 0.12 which is below the National average (0.21)

In school barriers to future educational achievement for children eligible for Pupil Premium include:

- ✚ few eligible children achieved greater depth across school (2 children in Mathematics)
- ✚ one child has complex SEN/D & 4 children are Children in Care
- ✚ a number of eligible children in KS1 have poor language development and or language barriers
- ✚ most eligible children in Year 5 are below age related expectations in Reading, Writing and Mathematics (RWM)
- ✚ some eligible children in key Stage 2 have low aspirations and poor attitude to learning
- ✚ some eligible children are affected by social, emotional and mental health issues
- ✚ some children display persistent behavioural issues

External Barriers include:

- ✚ Some eligible children cannot afford to pay for school trips, out of school clubs or music tuition
- ✚ A few children receive little help at home with their homework
- ✚ Some eligible children from ethnic minority backgrounds may compound some of the above barriers, in particular access to high quality English language and life experiences.

Provision

All our work through the pupil premium is aimed at accelerating progress to move children to at least age related expectations in English and Mathematics. The range of provision may include:

- ✚ Enabling more focused support within lessons
- ✚ Providing small group work or individual work focused on overcoming gaps in learning
- ✚ Additional learning opportunities provided by small group tuition and 1:1 work with TAs
- ✚ Additional educational resources
- ✚ Providing additional experiences to enhance the curriculum and so broaden the opportunities available
- ✚ Additional support for children and their families to promote good health and well being

Measuring and Reporting on the Impact of PP Funding

It is the responsibility of the Headteacher, to produce regular reports for the Governing Body including:

- ✚ the progress made towards closing the gap, by year group, for socially disadvantaged pupils and their peers
- ✚ an outline of the provision that was made since the last meeting
- ✚ an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular intervention

Current Academic Year 2016/17

In the 2016/17 financial year, schools will receive £1320 for each child registered as eligible for free school meals at any point in the last 6 years. Schools will also receive £1,900 for each child who has left local-authority care due to adoption or a special guardianship order and £300 for service children.

The number of children eligible for the Pupil Premium (mainly FSM) is 30, which is 13% of our total roll. At Greenhill we expect to receive £40,900 for 2016-17.

Desired Outcomes

A. Quality of teaching for all

Desired Outcome	Success Criteria
To increase rates of progress for all eligible children working across KS1 & KS2 through additional teacher & teaching assistant support.	Children eligible for PPG make as much progress as all non PPG children in RWM. Measured in Y3, Y4 & Y5 by teacher assessments and in Y6 through SATs outcomes.
Improve engagement of eligible children in KS1 and Year 5 to raise standards through additional in class teaching and teaching assistant support in Literacy and Maths.	Children eligible for PPG make good progress by the end of the year so that they meet age related expectations or have closed the gap significantly on their peers.
Total Budgeted Cost £21,100	

B. Targeted Support

Desired Outcome	Success Criteria
To improve attainment of identified eligible children whose progress and attainment was less than expected last year.	Children eligible for PPG make rapid progress by the end of the year so that they meet age related expectations or have closed the gap significantly on their peers.
To improve the number of eligible children attaining greater depth in Reading, Writing and Mathematics.	Children eligible for PPG identified as working at age related expectations make good or better progress and achieve greater depth.
Total Budgeted Cost £10,800	

C. Other Approaches

Desired Outcome	Success Criteria
To provide quality extra-curricular opportunities and experiences for eligible children.	Children eligible for PPG regularly participate in extra school activities and are resourced to fully participate in school events.
To provide additional funding for eligible children to participate in music tuition, school trips and the school residential visit.	Children eligible for PPG access music tuition, attend school trips and the school residential visit.
To improve the pastoral support for eligible children by providing a range of support interventions.	Children eligible for PPG receive access to quality provision to meet their needs and support their ongoing well-being.
Develop Personal & Social skills for eligible children, including the improvement of Speaking, Listening and performance.	Provision of high quality Performing Arts coaching assisted the Personal & Social development of identified eligible children.
Total Budgeted Cost £9,000	

Previous Academic Year

For the academic year 2015-16 the number of pupils eligible for the Pupil Premium (mainly FSM) was 28, which was 11% of our total roll. The School received an allocation of £42,220. This was spent on:

A. Quality of teaching for all

Objective & Activity	Impact & Outcome	Cost
Improve Mathematics teaching in EYFS & KS1 to raise standards for all children.	Provision of additional release time for teaching staff to develop knowledge & skills proved effective leading to improved outcomes in Mathematics in both EYFS & KS1 as follows: 86% met age related expectations in YR 78% achieved age related expectations in KS1; 19% achieved Greater Depth	£2,400 £2,000
Provide targeted CPD and Numicon Training for EYFS & KS1 staff and	Significantly improved staff knowledge in use of Numicon and teaching of Mathematics	£1,000
Purchase new resources to support classroom delivery, including Numicon.	Effective deployment & use of resources supported children’s learning for EYFS and KS1 staff	
Improve teaching of writing across school; develop range of approaches to writing across the curriculum.	Purchase of Big Writing Adventures resources supported a widening range of teaching strategies to develop writing across school. Writing outcomes improved across school and were above the national average; moderated outcomes for writing at Y6 were disappointing. Overall progress in writing is encouraging but further development will be required in 2016/17	£1,000

Improve access to music provision through targeted subject teaching, tuition and musical experiences	All children in KS2 were able to develop their musical skills and ability through the weekly Wider Opportunities Music tuition.	£1,200
	A number of children benefitted from external musical tuition in guitar and percussion.	£540

B. Targeted Support

Objective & Activity	Impact & Outcome	Cost
Provide small group and 1:1 tuition for targeted groups across KS2	This was a highly effective intervention strategy and allowed children access to pre teaching and extra practice following teaching to secure learning. Children understood why they were being given the extra support a sit linked with work they were doing in the classroom. Improved attainment across KS2 in Reading, Writing and Mathematics, PPG children closed the gap on their peers apart from Reading in Y3, Writing in Y5 and Mathematics in Y6	£21,980

C. Other approaches

Objective & Activity	Impact & Outcome	Cost
Individual mentoring system established for identified eligible children	1:1 mentoring sessions proved highly effective in helping eligible children tackle their individual needs; many children grew in confidence both academically and socially through provision of the regular support.	£1400
Aim High, Prepare Achieve programme to support Year 6 including eligible children	Eligible children benefitted from the Aim High programme and were able to focus their efforts on specific areas to improve outcomes. Attainment and progress of eligible children in Reading and Writing was in line with their peers.	£600
Develop Personal & Social skills for eligible children, including the improvement of Speaking, Listening and performance.	Provision of high quality Performing Arts coaching assisted the Personal & Social development of identified eligible children.	£10100

Attainment based on teacher assessments July 2016

Pupil Premium			
% achieving end of year expectations			
Year	Reading	Writing	Maths
1 (1)	80%	50%	74%
2 (6)	66%	59%	58%
3 (3)	61%	63%	69%
4 (8)	72%	68%	78%
5 (7)	57%	43%	58%
6 (7)	86%	86%	71%

Non Pupil Premium			
% achieving end of year expectations			
Year	Reading	Writing	Maths
1 (34)	75%	68%	71%
2 (29)	80%	79%	77%
3 (32)	74%	65%	69%
4 (26)	77%	72%	78%
5 (26)	51%	69%	56%
6 (28)	93%	88%	86%

Attainment based on SAT outcomes & moderation in writing July 2016

Pupil Premium			
% achieving end of year expectations			
6 (7)	71%	43%	71%

Non Pupil Premium			
% achieving end of year expectations			
6 (28)	77%	66%	77%

2016 outcomes for KS2 were disappointing this year and did not reflect the progress made by some of our vulnerable pupils due to the change of curriculum and new SAT tests.

Closing the Gap

This charts the difference in attainment between Pupil premium and Non Pupil Premium based teacher assessments July 2016

Year	Reading	Writing	Maths
1 (1)	+5	-18	+3
2 (6)	-14	-20	-19
3 (3)	-13	-2	0
4 (8)	-5	-4	0
5 (7)	+6	-26	+2
6 (7)	-7	-2	-15
Key	<i>Above</i>	<i>In Line</i>	<i>Below</i>

Reviewing the Pupil Premium

Each term the Headteacher will evaluate the progress made by Pupil Premium children and so measure the impact of the provision. This will be reported to Governors. A full review will be made during the summer term in order to prioritise spending for the next academic year.

At the end of each academic year the Governors of the school will ensure that the Pupil Premium Strategy is published. The content of this report will fulfil the requirements of the DfE but will include how the funding has been used and its impact on closing the gap for disadvantaged pupils. The strategy will appear on the school website.

A designated governor will meet with key staff in school to monitor the impact of spending on pupil progress.