

1. Summary information					
School	Green Ridge Primary Academy				
Academic Year	2017/2018	Total PP budget	£17,160	Date of most recent PP Review	n/a
Total number of pupils	81	Number of pupils eligible for PP	13	Date for next internal review of this strategy	January 2018

2. Current attainment		
<i>*data taken from Autumn 1</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (in cohort)</i>
% on-track to achieve expected standard in reading, writing and maths (Y2)	50%	81%
% making good or better progress in reading (Y2)	100%	94%
% making good or better progress in writing (Y2)	50%	47%
% making good or better progress in maths (Y2)	100%	41%
% on-track to achieve GLD at end of EYFS (YR)	0%	7%
⊗ on-track to achieve ARE at end of EYFS (YR)	Unavailable	13%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Oral language skills and development in Reception are lower for pupils eligible for PP than for other pupils. This will slow reading progress in subsequent years.
B.	Personal, social and emotional development in Reception are lower for pupils eligible for PP than for other pupils. This will limit learning overall over-time.
C.	Fine motor control and development in Reception are lower for pupils eligible for PP than for other pupils. This will slow writing progress in subsequent year.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for PP at statutory school age are 94% (below that of the target set for all pupils of 97%)
E.	Pupils eligible for PP have a limited out-of-school experiences which limit their vocabulary and understanding of the world.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception classes.	Pupils eligible for PP in Reception and KS1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Improve personal, social and emotional skills for pupils eligible for PP in Reception classes.	Pupils eligible for PP in Reception and KS1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
C.	Improve fine motor skills for pupils eligible for PP in Reception classes.	Pupils eligible for PP in Reception and KS1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
D.	Increase attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94% to 96% in line with 'other' pupils.
E.	Increase accessibility of out-of-school experiences for pupils eligible for PP.	All pupils eligible for PP take part in out-of-school experiences and are included at all times, reducing financial barriers.

5. Planned expenditure

Academic year 2017/2018

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A - Improve oral language skills for pupils eligible for PP in Reception and KS1 classes.	Embed and train staff in application of 'word of the week' across the school.	Upon entry to the school, pupils have limited vocabulary and speaking is an ELG goal which has a bigger gap than most other ELGs. We know that typically by age 5, children should have mastered on average 2,500 words and where this does not happen, it impacts on future academic development.	<ul style="list-style-type: none"> • Learning walks • Lesson observations • Environment monitoring (display in each classroom) • Pupil voice 	Aaron Wanford; Nikki Mackie	January 2018
	Staff training on Talk for Writing (T4W) (Pie Corbett) approach to literacy and language and embed throughout curriculum, including purchasing of resources.	T4W ensures that children have the necessary language before they begin the writing process, and aims to support their rapid development of vocabulary.	<ul style="list-style-type: none"> • CPD for all staff • Learning walks • Lesson observations • Work scrutiny • Planning scrutiny • Environment monitoring (evidence of sequence of teaching) • Pupil voice 	Aaron Wanford	January 2018
	Time and resources (including reading and phonics scheme, phonic and comprehension resources and parent workshops) for development of a Reading and Phonics policy in order to provide a systematic approach to the	Children often begin to decode texts well but lack the comprehension strategies as they develop to fully understand what they read. EEF states that reading comprehension strategies has a moderate impact for a very low cost, giving a gain of +5 months	<ul style="list-style-type: none"> • CPD for all staff • Learning walks • Lesson observations • Work scrutiny • Planning scrutiny • Pupil voice 	Nikki Mackie	December 2017

	<p>teaching of reading, and comprehension.</p> <p>Continual Professional Development for teachers to enable high quality teaching for all (Quality First Teaching) which include the explicit teaching of spoken language.</p>	<p>The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality teaching first provide a consistently highly standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.</p>	<ul style="list-style-type: none">• CPD for all staff• Learning walks• Lesson observations• Pupil voice	<p>Aaron Wanford</p>	<p>March 2018</p>
--	--	--	--	--------------------------	-------------------

B - Improve personal, social and emotional skills for pupils eligible for PP in Reception and KS1 classes.	Embed Protective Behaviours language and philosophy across the school and provide training for staff.	EEF confirms that Social and Emotional Learning (SEL) has a moderate impact for a moderate cost, and is particularly more effective for those children who are disadvantaged. A number of pupils eligible for PP are within vulnerable families, and so need to support in order to keep themselves safe.	<ul style="list-style-type: none"> • CPD for all staff • Learning walks • Lesson observations • Pupil voice 	Aaron Wanford	March 2018
	Staff training on Philosophy for Children (P4C) and embed throughout weekly provision in each class.	Upon entry, children do not take turns when speaking or show concern or attention to others. P4C develops higher-order thinking and critical thinking to develop all children, particularly those more-able.	<ul style="list-style-type: none"> • CPD for all staff • Learning walks • Lesson observations • Pupil voice 	Aaron Wanford	March 2018
	Time/resources allocated to establishing the school behaviour policy with staff and children which instils Learning dispositions and Growth Mindset as part of meta-cognition and self-regulation.	EEF suggests high impact for very-low cost and can make on average gains of 8 months. Upon entry to the school, pupils lack the learning skills (such as resilience or collaboration) in order to advance their learning and so these strategies need to be embedded through a whole-school approach and policy.	<ul style="list-style-type: none"> • CPD for all staff • Learning walks • Lesson observations • Pupil voice • Behaviour incident analysis 	Aaron Wanford	December 2017
C - Improve fine motor skills for pupils eligible for PP in Reception and KS1 classes.	Daily opportunities for writing in each class to foster skills in fine motor.	Children enter the school with limited experiences of mark-making and fine motor skills. This then becomes a barrier to writing because they do not have the necessary to control to form letters accurately.	<ul style="list-style-type: none"> • Monitoring of class timetables • Learning walks • Lesson observations 	Aaron Wanford	December 2018
	Purchasing additional writing equipment and resources to support those children with weak fine motor skills.	Pupils require additional support (such as specific writing equipment and aids) in order to support their fine motor skill development.	<ul style="list-style-type: none"> • Learning walks • Work scrutiny • Pupil voice 	Aaron Wanford	December 2018
Total budgeted cost					£5,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A - Improve oral language skills for pupils eligible for PP in Reception and KS1 classes.	Deliver WellComm speech and language intervention twice weekly delivered by qualified support staff.	Some of the pupils need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. EEF suggests that oral language interventions can give on average 5 months' progress for a very-low cost and moderate impact.	<ul style="list-style-type: none"> • Timetabling across the school • Learning walks • Lesson observations • Review of impact of intervention each term 	Nathan Ladyman/ Aaron Wanford	December 2017
	Training and development for staff in supporting children's learning as well as specific learning interventions such as WellComm.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. 'Supporting the attainment of disadvantaged pupils' (Nov 2015) clearly states that effective ways to support the attainment of disadvantaged pupils is to ensure that TAs are well trained in specific interventions. There are a number of new, evidenced-based interventions which need to be taught which require specific training and support.	<ul style="list-style-type: none"> • Learning walks • Lesson observations • Review of impact of intervention each term 	Aaron Wanford	December 2017
	Additional Teaching Assistant support to provide daily reading opportunities to extend vocabulary and comprehension.	Children that do not read daily lack the skills to accurately decode or be exposed to a growing vocabulary. EEF states that oral language interventions, such as targeted reading aloud and discussing books with young children has a moderate impact for a very low cost, giving a gain of +5 months.	<ul style="list-style-type: none"> • Timetabling across the school • Review of impact of reading progress each half-term 	Aaron Wanford; Nikki Mackie	December 2017

B - Improve personal, social and emotional skills for pupils eligible for PP in Reception classes.	Deliver PALS social skills programme and intervention weekly delivered by trained SEN support staff.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	<ul style="list-style-type: none"> • Timetabling across the school • Learning walks • Lesson observations • Review of impact of intervention each term 	Louise Linney/ Aaron Wanford	January 2018
	Training and development for staff in supporting children's learning as well as specific learning interventions.	'Supporting the attainment of disadvantaged pupils' (November 2015) clearly states that effective ways to support the attainment of disadvantaged pupils is to ensure that TAs are well trained in specific interventions. There are a number of new, evidenced-based interventions which need to be taught which require specific	<ul style="list-style-type: none"> • Learning walks • Lesson observations • Review of impact of intervention each term 	Aaron Wanford	January 2018
C - Improve fine motor skills for pupils eligible for PP in Reception classes.	Deliver fine motor skills intervention daily.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	<ul style="list-style-type: none"> • Timetabling across the school • Learning walks • Lesson observations • Review of impact of intervention each term 	Louise Linney/ Aaron Wanford	
Total budgeted cost					£10,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D - Increase attendance rates for pupils eligible for PP.	Support from Attendance and Improvement Officer (AIO) to raise standards of attainment for PPG pupils (e.g. working with families to remove barriers to attendance)	'Supporting the attainment of disadvantaged pupils' (November 2015) clearly states that pupils have to be in school before they can access learning. Those children eligible for pupil premium often have attendance less than that of their peers and so there is a need to ensure they are in school more regularly.	<ul style="list-style-type: none"> • Half-termly attendance monitoring • Minimum half-termly communication with PP families re. attendance 	Aaron Wanford/ Tara Erdos	December 2017

	Termly certificates of achievement for those pupils with increased attendance or who have been in school regularly.	Praise and recognition for those children who have made an effort to be in school each day.	<ul style="list-style-type: none"> • Termly monitoring of attendance to produce certificates for progress and achievement for attendance 	Aaron Wanford/ Tara Erdos	December 2017
E - Increase accessibility of out-of-school experiences for pupils eligible for PP.	<p>Fund cost of out-of-school trips/experiences.</p> <p>Fund element of uniform for each child.</p> <p>Allocate personal budget to each family which can be targeted to where individual pupils need it most.</p>	<p>Some families are unable to contribute towards enrichment activities such as visiting speakers or educational trips such as to Bucks Railway Museum as part of social development and gaining wider experiences. This enables all children to be given the opportunities and experiences.</p> <p>Families eligible for PP are not always keen to notify the school of their status and receive help, so an incentive is used in order to encourage families to apply and also provide an additional, but necessary piece of uniform.</p> <p>Some families may require additional support to access other services and facilities (such as breakfast or after-school club) to ensure that a child's well-being is met. Providing a small personal budget to each family eligible for PP ensures that the school can support where necessary.</p>	<ul style="list-style-type: none"> • Systems and processes in office to track all pupils eligible for PP and their attendance and uptake on trips/out-of-school events • All families eligible for PP clearly communicated with in order to inform them of support available. 	Aaron Wanford/ Tara Erdos	March 2018
Total budgeted cost					£2,160

6. Review of expenditure				
Previous Academic Year		2016/2017 – School was not at open during this academic year		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
N/A	N/A	N/A	N/A	N/A
ii. Targeted support				
Desired outcome	Chosen action/approach	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
N/A	N/A	N/A	N/A	N/A
iii. Other approaches				
Desired outcome	Chosen action/approach	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
N/A	N/A	N/A	N/A	N/A

7. Additional detail used to inform the statement above
<p><u>Early Years</u></p> <ul style="list-style-type: none"> • Upon entry (September 2017), 5.6% of pupils are on track for a GLD, whilst 11.1% are on track to be age-related by the end of Reception. • The lowest areas of attainment on entry are Movement and Handling (9% age-related, which is predominantly attributed to fine motor skills/writing), Managing Feelings and Behaviour (15% age-related) and Self-Confidence and Awareness (17%) • Of those children eligible for PPG (9), none are on-track for a GLD, giving a 7% gap between those children who are not disadvantaged. The three ELGs with the largest gaps (in favour of those non-PPG children) are: health and self-care (31%), number (29%) and people and communities (36%) <p><u>Key Stage One</u></p> <ul style="list-style-type: none"> • Only two children in Year One/Two are eligible for PP. As a result, we are unable to make statistical commentary on the attainment on entry for these two children which is not specific to their own individual needs. <p>Our full strategy document can be found online at: www.greenridgeacademy.co.uk</p>