

1. Summary information					
School	Green Ridge Primary Academy				
Academic Year	2018/2019	Total PP budget	£47,520	Date of most recent PP Review	n/a
Total number of pupils	234	Number of pupils eligible for PP	36	Date for next internal review of this strategy	January 2019

2. Current attainment		
<i>*data taken from end of summer term 2018</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (in cohort)</i>
% achieving expected standard in reading, writing and maths (Y2)	67%	70%
% making good or better progress (from end of EYFSP) in reading (Y2)	67%	79%
% making good or better progress (from end of EYFSP) in writing (Y2)	67%	89%
% making good or better progress (from end of EYFSP) in maths (Y2)	67%	79%
% achieving GLD at end of EYFS (YR)	20%	79%
% achieving ARE at end of EYFS (YR)	27%	81%

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 are lower for pupils eligible for PP than for other pupils. This is also impacted on by their lack of reading/listening to high-quality children's literature. This will slow reading progress in subsequent years.
B.	Personal, social and emotional development is lower for pupils eligible for PP than for other pupils. This will limit learning overall over-time.
C.	Fine motor control and development is 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 92.7% (far below that of the target set for all pupils of 97%)
E.	Pupils eligible for PP have limited out-of-school experiences, which limit their vocabulary and understanding of the world.
F.	Parents/carers for children eligible for PP are less engaged in supporting their child with learning and attending school events.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve <b>oral language skills</b> and <b>increase children's progress in reading</b> for pupils eligible for PP.	Pupils eligible for PP make rapid progress by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.
B.	Improve <b>personal, social and emotional skills</b> for pupils eligible for PP.	Pupils eligible for PP have a reduced number of behaviour incidents relating to their PSE skills.
C.	Improve <b>fine motor skills</b> for pupils eligible for PP.	Pupils eligible for PP are able to form letters correctly and use this to support them to develop fluid handwriting.
D.	Increase <b>attendance rates</b> 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 92.7% to 96% in line with 'other' pupils.
E.	Increase <b>accessibility of out-of-school experiences</b> 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.
F.	Increase <b>parental engagement in their children's learning</b> for families eligible for PP.	Each PP family attends at least one school-based engagement event to support their child in their learning.

5. Planned expenditure					
Academic year	2018/2019				
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 and increase children's progress in reading for pupils eligible for PP.	Staff support in the application and use of magpie walls within class.	This provides the children with exposure to a broad range of high level vocabulary. Once the children have access to this, they will be able to extend their vocabulary within their writing. This is particularly useful strategy for children who do not read frequently. Documents, such as <i>Why Closing the Word Gap Matters</i> highlights the need to ensure there is effective provision for vocabulary within schools, particularly with disadvantaged children as they are far less likely to have these opportunities at home.	<ul style="list-style-type: none"><li>• Learning walks</li><li>• Lesson observations</li><li>• Environment monitoring</li><li>• Planning scrutiny</li></ul>	Sean English/ Nickie Mackie/ Aaron Wanford	September 2018
	Support for new members of staff in how to use magpie walls.	A better understanding of this strategy will allow all adults within the class to support the children with their vocabulary.	<ul style="list-style-type: none"><li>• Planning scrutiny</li><li>• NQT Meeting</li><li>• 1-1 staff CPD training</li></ul>	Sean English	September 2018
	Staff training on T4W approach to literacy and language and embed throughout curriculum, including purchasing of resources.	Staff training within T4W ensures consistency within the teaching of English across the school. This means the children's lessons will have clear scaffolding for their writing, opportunities to review and edit and extensive vocabulary building.	<ul style="list-style-type: none"><li>• CPD for all staff</li><li>• Learning walks</li><li>• Lesson observations</li><li>• Work scrutiny</li><li>• Planning scrutiny</li><li>• Environment monitoring (evidence of sequence of teaching)</li><li>• Pupil voice</li></ul>	Sean English/ Nathan Ladyman/ Cinzia Imbriano	Autumn One 2018

	Allocation of staff within the Year One class to create small skill based reading groups.	The structure for Guided Reading within Year One means that each child will work in a small group and have adult directed teaching, core texts that are specific to their Reading age and planning that incorporates a range of reading skills. This strategy allows us to give support that is directly in line with the children's needs. Small group intervention has been shown to be effective, as evidenced through the EEF Toolkit.	<ul style="list-style-type: none"> <li>• Planning scrutiny</li> <li>• Learning walk</li> <li>• Phase Meetings</li> <li>• CPD for all staff</li> </ul>	Sean English/ Vicki Gardener/ Cinzia Imbriano	September 2018
	Daily Reading skills sessions within KS1 and KS2.	The emphasis on Guided Reading will ensure that the children have regular opportunities to develop their reading skills, focusing on coverage of reading skills.	<ul style="list-style-type: none"> <li>• Planning scrutiny</li> <li>• Learning walk</li> <li>• Phase Meetings</li> <li>• CPD for all staff</li> </ul>	Sean English/ KS1 Staff/ KS2 Staff	September 2018
	CPD for teachers with a focus on the teaching of Reading skills to enable high quality teaching for all.	CPD will develop teacher's knowledge of teaching strategy, which will be used within the planning and delivery of the Reading lessons. 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.	<ul style="list-style-type: none"> <li>• Planning scrutiny</li> <li>• Learning walk</li> <li>• Phase Meetings</li> <li>• CPD for all staff</li> </ul>	Sean English/ Nickie Mackie/ Phoebe Lazarou	September 2018
	CPD for teaching that will focus on Maths Mastery.	This training will further develop the teachers understanding of maths mastery and how that can have an impact on children's development within this subject. The mastery approach has proven to increase children's reasoning skills and vocabulary.	<ul style="list-style-type: none"> <li>• Planning scrutiny</li> <li>• Learning walk</li> <li>• Book scrutiny</li> <li>• Phase Meetings</li> <li>• CPD for all staff</li> </ul>	Sean English/ Charlotte Thickbroom	Autumn 2018

	CPD on Maths Mastery	<p>The Maths lead will be attending a Maths Mastery specialist course over the year. This will provide the school with the most up-to-date strategies for mastery and embed this approach within the school.</p>	<ul style="list-style-type: none"> <li>• CPD for all staff</li> <li>• Learning walks</li> </ul>	Sean English	
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B - Improve <b>personal, social and emotional skills</b> for pupils eligible for PP	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"> <li>• CPD for all staff</li> <li>• Learning walks</li> <li>• Lesson observations</li> <li>• Pupil voice</li> </ul>	Aaron Wanford/ Vicki Gardner	Autumn Term 2018
	Staff training within Lego Therapy to support and develop children's social interaction skills.	This will give staff the skills to deliver therapy for children. The Lego Therapy develops children's verbal and non-verbal communication, joint attention, task focus, sharing and turn taking and collaboration within problem solving. All of these skills will further develops children's ability to access the curriculum and progress within their social development and learning.	<ul style="list-style-type: none"> <li>• CPD for all staff</li> <li>• Learning walks</li> <li>• Lesson observations</li> <li>• Pupil voice</li> <li>• Intervention review</li> </ul>	Aaron Wanford	Autumn Term 2018
	New 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"> <li>• CPD for all staff</li> <li>• Learning walks</li> <li>• Lesson observations</li> <li>• Pupil voice</li> </ul>	Aaron Wanford	Autumn Term 2018
C - Improve <b>fine motor skills</b> for pupils eligible for PP.	Daily opportunities for Fine and Gross motor skills interactions will be established and consistent within Early Years.	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"> <li>• Monitoring of class timetables</li> <li>• Learning walks</li> <li>• Lesson observations</li> </ul>	Aaron Wanford	Autumn One 2018
	Daily opportunities for writing in each class to foster skills in fine motor, with skill targeted feedback.	Frequent opportunities for writing allow the children to refine their mark making skills. High quality teaching and high levels of expectations means the standards for presentation are frequently reinforced.	<ul style="list-style-type: none"> <li>• Monitoring of class timetables</li> <li>• Learning walks</li> <li>• Lesson observations</li> <li>• Next step feedback sheets</li> </ul>	Aaron Wanford/ Sean English/ Cinzia Imbriano	September 2018
Total budgeted cost					£20,000

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 and increase children's progress in reading for pupils eligible for PP.	Early Years baseline for speech and language will be taken from Wellcomm and interventions will take place for children with potential language difficulties.	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"> <li>• Timetabling across the school</li> <li>• Learning walks</li> <li>• Lesson observations</li> <li>• Review of impact of intervention each term</li> </ul>	Sean English/ Nickie Mackie/ EYFS team	September 2018
	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"> <li>• Learning walks</li> <li>• Lesson observations</li> <li>• Review of impact of intervention each term</li> </ul>	Aaron Wanford	Autumn One 2018
	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"> <li>• Timetabling across the school</li> <li>• Review of impact of reading progress each half-term</li> </ul>	Nickie Mackie/ Phoebe Lazarou	September 2018

B - Improve <b>personal, social and emotional skills</b> for pupils eligible for PP	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"> <li>• Timetabling across the school</li> <li>• Learning walks</li> <li>• Lesson observations</li> <li>• Review of impact of intervention each term</li> </ul>	Louise Linney/ Aaron Wanford	Autumn One 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"> <li>• Learning walks</li> <li>• Lesson observations</li> <li>• Review of impact of intervention each term</li> </ul>	Aaron Wanford/ Vickie Gardner	Autumn 2018
C - Improve <b>fine motor skills</b> for pupils eligible for PP.	Targeted support will be applied to children who are struggling to develop their fine motor skills. This will include additional resources.	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"> <li>• Timetabling across the school</li> <li>• Learning walks</li> <li>• Lesson observations</li> <li>• Review of impact of intervention each term</li> </ul>	Louise Linney/ Aaron Wanford	Autumn One
Total budgeted cost					£20,000
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 <b>attendance rates</b> 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"> <li>• Half-termly attendance monitoring</li> <li>• Minimum half-termly communication with PP families re. attendance</li> <li>• SLT calls home for PP children when not in school</li> </ul>	Sean English/ Tara Erdos	Autumn 2018



	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"> <li>Termly monitoring of attendance to produce certificates for progress and achievement for attendance</li> </ul>	Aaron Wanford	September 2018
<p>E - Increase <b>accessibility of out-of-school experiences</b> for pupils eligible for PP.</p> <p>Increase <b>parental engagement in their children's learning</b> for families eligible for PP.</p>	<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"> <li>Systems and processes in office to track all pupils eligible for PP and their attendance and uptake on trips/out-of-school events</li> <li>All families eligible for PP clearly communicated with in order to inform them of support available.</li> </ul>	Aaron Wanford/ Sean English/ Tara Erdos	Autumn 2018
F - Parents/carers for children eligible for PP are less engaged in supporting their child with learning and attending school events	Developing strong relationships with parents across the school through communication.	Communication was highlighted as a strength during the academic year of 2017/2018. As such the school will continue to frequently send out information with an emphasis on electronic mail.	<ul style="list-style-type: none"> <li>Parental survey</li> <li>Pupil learning review</li> <li>PTA meetings</li> </ul>	Sean English	Ongoing throughout the year

	Opportunities for the parents to see and engage with their children's learning.	The school year will include a range of opportunities for the parents to meet their child's teacher and engage with their learning. This will include: stay and play workshops, book looks, parent consolation meeting and the home learning celebration.	<ul style="list-style-type: none"> <li>• Parental survey</li> <li>• Pupil learning review</li> <li>• PTA meetings</li> </ul>	Sean English	
	Building links within the community.	The school's community lead will be developing further opportunities for parents to engage with their children, such as parental involvement during key days like mother day and community events like litter picking.	<ul style="list-style-type: none"> <li>• Parental survey</li> <li>• Pupil learning review</li> <li>• PTA meetings</li> </ul>	Nickie Mackie	
Total budgeted cost					£7,520

6. Review of expenditure				
Previous Academic Year		2017/2018 – First year of academy being open		
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
Improve oral language skills for pupils eligible for PP in Reception and KS1 classes.	<p>Staff training in application of 'word of the week' across the school.</p> <p>Staff training on T4W approach to literacy and language and embed throughout curriculum, including purchasing of resources.</p> <p>Time and resources for development of a Reading and Phonics policy in order to provide a systematic approach to the teaching of reading, and comprehension.</p> <p>CPD for teachers to enable high quality teaching for all which include the explicit teaching of spoken language.</p>	<p>All of the chosen approaches were implemented successfully. Leaders monitoring of the chosen actions and approaches has shown that approaches have been used in whole-class teaching, as well as individual support as needed.</p> <p>Cohort numbers are small within the Y2 cohort (just three) so caution must be taken when making comparisons. However, as an example of the positive impact of improved language in Year Two, the large majority of pupils, both eligible for Pupil Premium and all children, achieved the expected standard or above in writing.</p> <p>Due to the increased focus on language within Early Years, the numbers of children achieving a Good Level of Development increased from 5.6% upon entry in September 2017, to 62% by the end of the summer term. Well-Comm screening checks carried out routinely through the academic year demonstrate a positive impact of the teaching of language and vocabulary, with the large majority now working within an age-appropriate band for their language development (as evidenced with the screening results).</p>	<p>Word of the week has been successful in ensuring that teachers are explicitly teaching vocabulary and meanings to children. This has extended to 'magpie' words in lessons where children are also taught meanings and how to use words. This approach will continue next year, particularly within Year One as a focus for the teaching of reading comprehension with the VIPERS approach, and intensified adult support within reading skills lessons.</p> <p>T4W has had a positive impact on the whole-school, including those eligible for Pupil Premium. Staff will undergo further training and this approach will continue. Parents have also commented positively on this approach, and parent workshops will be held next year so that they are aware of how writing and language skills are taught.</p> <p>Phonics is taught extremely consistently across the school, as verified by external monitoring visits. The systematic approach ensures children are exposed to a great deal of new words and develop a growing bank of vocabulary which positively impacts their writing.</p>	<p>£3,000 to cover staff training.</p> <p>£2,000 for phonics resources.</p> <p>£3,000 for phonic and language intervention</p>

Improve personal, social and emotional skills for pupils eligible for PP in Reception and KS1 classes.	<p>Deliver PALS social skills programme and intervention weekly delivered by trained SEN support staff.</p> <p>Training and development for staff in supporting children's learning as well as specific learning interventions.</p>	The social skills programme was successfully delivered throughout the academic year to different groups of pupils, including those Pupil Premium pupils who required this support. Pupils social skills improved enabling them to cope with differing friendship groups and social situations.	This approach would partially continue; it is a long programme (10 weeks), and did not always deliver some content that was needed (e.g. how to deal with feelings of anger and frustration).	£3,000
Improve fine motor skills for pupils eligible for PP in Reception classes.	Deliver fine motor skills intervention daily.	This programme was highly effective, and small group support enabled specific children with motor skill difficulties to catch-up with their peers and make good progress.	Evidence shows the most impact was shown when children worked in one-to-one situations and smaller, rather than large, groups.	£2,310
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increase attendance rates for pupils eligible for PP.	<p>Support from AIO to raise standards of attainment for PPG pupils (e.g. working with families to remove barriers to attendance)</p> <p>Termly certificates of achievement for those pupils with increased attendance or who have been in school regularly.</p>	<p>Effective support has been received from the AIO to support individual families to improve their attendance. This has been in addition to individual support provided by the school for those families eligible for Pupil Premium where attendance is a concern. However, attendance statistics overall have not shown sufficient improvement in comparison with non-Pupil Premium children in order to diminish the difference.</p> <p>Certificates each term as well as attendance within newsletters has promoted the impact of good attendance.</p>	<p>It is key that school leaders work individually with those families most effected in order to secure an improvement in attendance. Sending letters and reminders is not the most effective way of highlighting the importance to parents/carers of good attendance.</p> <p>The AIO has provided effective support for those families in most need or clear targets, and this will continue.</p> <p>Attendance certificates and recognition will continue.</p>	£1,000

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
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>All pupils eligible for Pupil Premium have been able to attend out-of-school trips and experiences to support their learning, such as visits to Waddesdon Manor and Whipsnade Zoo.</p> <p>Families have made use of the uniform funding to help those most disadvantaged families. Personal budgets have been used for families in need of additional support for their child.</p>	<p>The academy will continue to fund out-of-school trips/experiences for children, to ensure that they are not disadvantaged by being unable to attend.</p> <p>Personal budgets will continue to be used to ensure that the academy supports individuals in their learning to the best of its ability, such as with support for breakfast or after school club.</p>	£150 per family x 19 families = £2,850

## 7. Additional detail used to inform the statement above (2017-2018 data)

### Early Years

- 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%)

### Key Stage One

- 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.

### *As at July 2018*

- There has been a large amount of mobility within the academy over the academic year, resulting in a number of new pupils eligible for Pupil Premium arriving. 26% of pupils are in-year joiners. 20% of pupils (19) across the academy are now disadvantaged and eligible for Pupil Premium, compared with 13 pupils on entry in September.
- 26% of the Reception cohort in 2017/2018 are disadvantaged, compared with just 12% in Year Two, and 8% in Year One.

Our full strategy document can be found online at: [www.greenridgeacademy.co.uk](http://www.greenridgeacademy.co.uk)