

1. Summary information					
School	Green Ridge Primary Academy				
Academic Year	2019/2020	Total PP budget	£55,440 indicative	Date of most recent PP Review	July 2019
Total number of pupils	303	Number of pupils eligible for PP	42 indicative	Date for next internal review of this strategy	January 2019

2. Current attainment		
<i>*data taken from end of summer term 2019</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)	100%	72%
% making good or better progress (from end of EYFSP) in reading (Y2)	100%	73%
% making good or better progress (from end of EYFSP) in writing (Y2)	100%	82%
% making good or better progress (from end of EYFSP) in maths (Y2)	100%	73%
% achieving GLD at end of EYFS (YR)	38%	79%
& achieving ARE at end of EYFS (YR)	50%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <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, particularly in areas such as making relationships.
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.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Pupils who are eligible for Pupil Premium and attend less regularly than those who are not. Attendance rates at the end of 2018/19 for pupils eligible for PP at statutory school age were 95% in compared to non-PPG children who achieved overall attendance of 96.4%.
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 accelerated 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. Overall PP attendance will be in line with 'other' pupils and the gap diminishes
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 2019/2020

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. Teaching

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.	To expose the children to a broad range of vocabulary through a focus on word of the day using Vocabulary Ninja resources	The Vocabulary Ninja resources create age appropriate words of the day that expand the children's vocabulary by exposing them to a broad range of words throughout their time in school. The words would be revisited by class teachers, allowing children to embed them within their own vocabulary. Words will be on display for the children to refer to during day. The EEF shows that oral language interventions can have academic gains of up to five months.	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Lesson observations</li> <li>• Environment monitoring</li> </ul>	Aaron Wanford/ Sean English/ Nickie Mackie	September 2019
	Staff training and support on T4W approaches, embedding high quality language throughout the writing curriculum.	Staff support from the Writing lead 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 their writing including words from their developing vocabulary. The EEF shows that specific learning styles has shown it can make up to two months of additional progress.	<ul style="list-style-type: none"> <li>• Planning scrutiny</li> <li>• NQT Meeting</li> <li>• 1-1 staff CPD training</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>	Aaron Wanford/ Sean English/ Nathan Ladyman	September 2019

	<p>Develop Reading skills through the implementation and embedding of whole class reading approaches from Yr1-Yr4</p>	<p>The structure for Reading Skills lessons will follow a whole class approach. This will allow all children to access texts, appropriate to their reading age, and be exposed to high quality vocabulary as an explicit part of their lessons. This will provide all children with a clear structure to their Reading Skills lessons that focus on a particular reading skill. This form of teaching is highlighted through the Education Endowment fund as adding an additional six months' worth of progress by ensuring the children are taught a range of techniques within reading comprehension.</p>	<ul style="list-style-type: none"> <li>• Planning scrutiny</li> <li>• Learning walk</li> <li>• CPD for all staff</li> <li>• 1-1 staff CPD training</li> </ul>	<p>Nickie Mackie/ Laura Bowne/ Sean English</p>	<p>Autumn One 2019</p>
	<p>Daily Reading Skills sessions within KS1 and KS2</p>	<p>The emphasis on Reading Skills, using the VIPERS approach, will ensure that the children have regular opportunities to develop their reading skills, focusing on coverage of reading skills. Linking to the above, the EEF states that frequent teaching of comprehension strategies can ass six months' worth of progress.</p>	<ul style="list-style-type: none"> <li>• Planning scrutiny</li> <li>• Learning walk</li> <li>• CPD for all staff</li> <li>• 1-1 staff CPD training</li> </ul>	<p>Nickie Mackie/ Laura Bowne</p>	<p>Autumn One 2019</p>
	<p>Whole school CPD sessions on Vocabulary and its role within all subjects</p>	<p>Strategies, such as whole outlines by Alex Quigley in his <i>book Closing the Vocabulary Gap</i>, explain how methods of explicit vocabulary teaching such as the SEEC model can support children in their understanding of important words. Developing these strategies for all staff members will enable staff members to develop children's language and vocabulary in a consistent way across the school. Oral language interventions and explicitly extended pupils spoken vocabulary has been shown to add an additional five months progress – based</p>	<ul style="list-style-type: none"> <li>• CPD for all staff</li> <li>• Planning scrutiny</li> <li>• Learning walk</li> </ul>	<p>Aaron Wanford/ Sean English</p>	<p>Autumn Term 2019</p>

	<p>Develop Maths Mastery approaches within the teaching of Maths</p>	<p>on information from the Education Endowment Fund.</p> <p>Mastery learning breaks subjects down into units with clearly specified objectives which are pursued until they are achieved. Support will be given to class teachers through the school's NCETM maths specialist working with them during planning sessions. The education Endowment fund states that children who are taught with a mastery approach can make gains of up to five months. The mastery approach also ensures that the children's vocabulary is developed using speaking frames and repetition of key unit specific terminology.</p>	<ul style="list-style-type: none"> <li>• Planning scrutiny</li> <li>• Learning walk</li> <li>• Book scrutiny</li> <li>• CPD for all staff</li> </ul>	<p>Sean English/ Stephen Foster</p>	<p>Spring Term 2020</p>
	<p>Investment in online resources for students to use as part of their home learning.</p>	<p>Children will be able to develop their mathematical fluency through the use of programmes such as Times Table Rockstars. This will be used as part of the children's weekly home learning from Yr2-Yr4.</p> <p>Children within Year Four will also be able to access SPAG.com where they can further develop their spelling and grammar skills through the use of grammar specific questions, reinforcing their learning from the week. The EEF states that home work can add an additional two months' worth of progress to a child's attainment</p>	<ul style="list-style-type: none"> <li>• 1-1 staff CPD training</li> <li>• Pupil voice</li> </ul>	<p>Sean English</p>	<p>September 2019</p>
	<p>Staff training and support on effective marking and feedback</p>	<p>CPD sessions will be devoted to establishing the school's marking and feedback policy, ensuring that all children have effective feedback that moves them forward within their</p>	<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>	<p>Aaron Wanford/ Nickie Mackie/ Sean English</p>	<p>October 2019</p>

		learning. The EEF shows that high quality feedback can add an additional eight months' worth of progress to a child's learning.	<ul style="list-style-type: none"> <li>1-1 staff CPD training</li> </ul>		
	<p>Early Years baseline for speech and language will be taken from Wellcomm and interventions will take place for children with potential language difficulties.</p> <p>Training and development for staff in supporting children's learning as well as specific learning interventions such as WellComm.</p>	<p>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.</p> <p>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.</p>	<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> <ul style="list-style-type: none"> <li>Learning walks</li> <li>Lesson observations</li> <li>Review of impact of intervention each term</li> </ul>	<p>Sean English/ Nickie Mackie/ EYFS team</p> <p>Sean English/ Nickie Mackie/ EYFS team</p>	<p>September 2019</p> <p>Autumn One 2019</p>
Total budgeted cost					£15,000

ii. Targeted academic 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?
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.	PALS sessions will initially take place class activity. Following on from this small group interventions with highly qualified staff will be used for children who require additional sessions. These small group sessions 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/ Claire Cavanagh/ Sean English	Autumn One 2019
	Staff training within Inclusion interventions to support and develop children's social interaction skills.	Four Inclusion based CPD sessions have been outlined for the Autumn term. This staff training will support all members of support staff in delivering effective interventions based on individual's needs. Small group tuition has been shown by the EEF to progress children by four months.	<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>	Vicki Gardner/ Claire Cavanagh/	Autumn 2019
	PSHE Association resources to be used within the school's curriculum. This will enable children to shown concern and empathy towards others	Social and emotional learning has shown it can give children an additional four months progress on attainment. The PSHE association resources ensure children learn about physical and mental wellbeing and self-care. The EEF states that social and emotional learning can give children an addition four months of progress on their attainment.	<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>	Sean English	Autumn One 2019

	<p>Training and development for staff in supporting children's learning as well as specific learning interventions.</p> <p>Behaviour overviews will be created on a termly basis</p>	<p>'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 skills from support staff. The EEF states that small group tuition can give children an additional four months' worth of progress.</p> <p>Repeated low level behaviour will be addressed through the use of regular behaviour monitoring, meetings with parents and personalised behaviour plans. The EEF states that behaviour interventions can give children an additional three months' worth of progress.</p>	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Lesson observations</li> <li>• Review of impact of intervention each term</li>   <li>• Behaviour monitoring report</li> </ul>	<p>Sean English/ Vickie Gardner</p> <p>Sean English</p>	<p>Autumn 2019</p> <p>October 2019</p>
<p>C-Improve <b>fine motor skills</b> for pupils eligible for PP.</p>	<p>Targeted support will be applied to children who are struggling to develop their fine motor skills. This will include additional resources.</p>	<p>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.</p>	<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>	<p>Sean English/ Vickie Gardner</p>	<p>Autumn One</p>



	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 control to form letters accurately. The EEF shows that early years interventions can have gains of up to five months' worth of additional progress.	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Lesson observations</li> </ul>	Nickie Mackie	Autumn One 2019
	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. The EEF fund states that effective feedback can have gains of up to eight months progress.	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Lesson observations</li> <li>• Next step feedback sheets</li> </ul>	Aaron Wanford/ Kat Warner	September 2019
<b>Total budgeted cost</b>					£25,000
<b>iii. Wider strategies</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D-Increase <b>attendance rates</b> for pupils eligible for PP	The newly appointed Pastoral Support Worker will be reviewing attendance on a daily basis, creating a weekly attendance report.  Termly certificates of achievement for those pupils with increased attendance or who have been in school regularly.	The previous academic year established that regular contact with parents increased attendance rates. This allowed the school to establish relationship with parents and target support. The EEF states that parental engagement can lead to an additional three months' worth of progress.  Praise and recognition for those children who have made an effort to be in school each day. DfE published research from 2016 shows that high absence rates directly links to lower levels of attainment at the end of KS2.	<ul style="list-style-type: none"> <li>• Half-termly attendance monitoring</li> <li>• Minimum half-termly communication with PP families re. attendance</li> <li>• Pastoral Worker calls home for PP children when not in school</li> <li>• Termly monitoring of attendance to produce certificates for progress and achievement for attendance</li> </ul>	Claire Cavanagh/ Sean English  Aaron Wanford/Sean English	Autumn 2019  Termly  July 2020

	High levels of attainment will be recognised and encouraged with a termly reward, end of year celebration and prize draw	This further raises the profile of attendance throughout the school and with parents/carers. This also recognises children who have made an effort to attend school regularly. DfE published research from 2016 shows that high absence rates directly links to lower levels of attainment at the end of KS2.	<ul style="list-style-type: none"> <li>Half-termly attendance monitoring</li> </ul>	Aaron Wanford/Sean English	
E-Increase <b>accessibility of out-of-school experiences</b> for pupils eligible for PP.	Fund cost of out-of-school trips/experiences.	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.	<ul style="list-style-type: none"> <li>Systems and processes to track all pupils eligible for PP and their attendance and uptake on trips/out-of-school events</li> </ul>	Aaron Wanford/Sean English/ Tara Erdos	Ongoing throughout the year
F-Increase <b>parental engagement in their children's learning</b> for families eligible for PP.	Fund element of uniform for each child.  Allocate personal budget to each family which can be targeted to where individual pupils need it most.	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.  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.	<ul style="list-style-type: none"> <li>All families eligible for PP clearly communicated with in order to inform them of support available.</li> </ul>	Claire Cavanagh/Sean English	Ongoing throughout the year

	<p>Developing strong relationships with parents across the school through communication.</p> <p>Opportunities for the parents to see and engage with their children's learning.</p> <p>Building links within the community.</p>	<p>Communication was highlighted as a strength during the academic year of 2018/2019. As such the school will continue to frequently send out information with an emphasis on electronic mail.</p> <p>This will also be further developed through work with the Pastoral Support Worker who will develop relationships with parents/carers through coffee mornings and regular contact.</p> <p>The EEF states that up to three months of progress can be made in attainment through the use of parental engagement strategies across school.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Parental survey</li> <li>• Pupil learning review</li> <li>• PTA meetings</li> </ul> <ul style="list-style-type: none"> <li>• Parental survey</li> <li>• Pupil learning review</li> <li>• PTA meetings</li> </ul> <ul style="list-style-type: none"> <li>• Parental survey</li> <li>• Pupil learning review</li> <li>• PTA meetings</li> </ul>	<p>Claire Cavanagh</p> <p>Sean English</p> <p>Nickie Mackie</p>	<p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p>
<b>Total budgeted cost</b>					£15,440

## 6. Review of expenditure

Previous Academic Year

2018/2019 – Second 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
<p>A - Improve oral language skills and increase children's progress in reading for pupils eligible for PP.</p>	<p>Staff support in the application and use of magpie walls within class.</p> <p>Support for new members of staff in how to use magpie walls.</p>	<p>Magpie walls have been implemented within all classrooms from Reception to Year Three. These have been frequently updated as part of English units and within the wider curriculum. They provide all children with a broad range of unit specific vocabulary within tier two and three. There use have been noted during learning walks and lessons observations. This has ensured that children have access to a high level of vocabulary, even if they only have access to a limited amount at home. Staff received training within T4W within the Autumn term. Following on from this, teachers were supported by their year group lead. This led to teachers' lessons having a clear scaffold and structure that allowed children to build and develop their writing skills. By the Summer term, children were able to show evidence of how they had reviewed their learning through their independent and supported editing. This also included a focus on vocabulary as a cold/hot spell was included. This allowed children to be further exposed to a broad range of challenging vocabulary. This also resulted in 86% of children within the end of KS1 making good or better progress in writing. This includes the PPG within KS1, although this is only one child making trends hard to determine.</p>	<p>All classes to have access to sources of high level vocabulary such as from a thesaurus. All new classes (Plane and Rowan) have magpie walls established within their classes from the start of the year. Guidance from Year group leads will provide support in establishing these.</p>	<p>£1,000</p>
	<p>Staff training on T4W approach to literacy and language and embed throughout curriculum, including purchasing of resources.</p>		<p>Develop further opportunities for words to be placed on the magpie wall within other lessons such as Reading Skills, particularly within vocabulary focussed lessons.</p>	<p>£1,000</p>
			<p>T4W has had a positive impact on the children within KS1 and KS2, including those eligible for Pupil Premium funding. This approach will continue. New teachers will need to be provided with support in the planning and mapping of T4W units and structures to ensure consistency between year groups within the Autumn term. Training for all staff is needed for further support on how to effectively teach vocabulary rather than just exploring new words with children. This will include revisiting language, using it within different subjects and a having a clear understanding of the meaning and use of new words.</p>	<p>£600</p>

	<p>Allocation of staff within the Year One class to create small skill-based reading groups.</p> <p>Daily Reading skills sessions within KS1 and KS2.</p>	<p>During the Autumn term small focussed skill-based groups were greeted for Reading Skills lessons within Year One. These were established but then reviewed within the Spring term. During the review the impact of the approach was deemed to be limited at the number of adults required made the sessions hard to maintain. On review, it was decided that elements that were successful included the VIPERS approach and using the whole-class model. This was then adapted based on the extensive research by the Reading lead, exploring the most effective teaching approaches to Reading.</p>	<p>Overall the small groups were unsustainable; however, the whole class skill-based approach has been adapted with great success and consistency across KS1 and KS2. This model will continue within the academic year of 2019/20.</p>	<p>£6,000</p>
	<p>CPD for teachers with a focus on the teaching of Reading skills to enable high quality teaching for all.</p>	<p>CPD for teachers has been delivered by the Reading leads. This has led to consistency within whole class Reading Skills lessons across KS1 and KS2. Monitoring has noted that teachers are using the VIPERS approach within lessons and that there is strong consistency between year groups.</p> <p>Overall outcomes have improved within Reading, with children considered greater depth within Year One increasing to 30% from 15.3%.</p>	<p>The whole class approach will continue and embed within the academic year of 2019/20. New teachers will need to be supported by their year group leads to establish consistency and ensure that all children, including those in receipt of Pupil Premium, are exposed to high quality texts and a broad range of vocabulary.</p>	<p>£1,500</p>

	<p>CPD for teaching that will focus on Maths Mastery.</p>	<p>Teachers have received Maths Mastery CPD as part of after school inset sessions within the Autumn and Spring term. Lesson observations and learning walks have shown how this has impacted the children's use of vocabulary within lessons and how teachers have scaffolded this with the use of speaking frames.</p> <p>This has resulted in all classes increasing the percentage of children who are either On Track or at Greater Depth for Maths. Pupil Premium have also shown an increase in the percentage of children who are either On Track or Greater depth with the largest increase in year one, increasing from 20% to 40%.</p>	<p>Monitoring has shown that the Maths Mastery approach requires further embedding across the school, as there are still inconsistencies between classes. The 2019/20 academic year will require further support from the maths lead during planning time and clarity in the approach through the Maths Implementation document.</p>	<p>£1,500</p>
	<p>CPD on Maths Mastery</p>	<p>The Maths lead had attended and completed the NCETM Maths Specialist course and used the guidance to develop approaches to Maths within Green Ridge.</p>	<p>The following year will further develop this through Teacher Research groups, hosted and Green Ridge, where staff from other schools will take part in collaborative lessons observations. This will have an emphasis on the mastery approach and will develop mastery within Green Ridge but also within other schools.</p>	<p>£400</p>

<p>B - Improve <b>personal, social and emotional skills</b> for pupils eligible for PP</p>	<p>Deliver PALS social skills programme and intervention weekly delivered by trained SEN support staff.</p>	<p>PALS social skills group were completed. These supported children to take turns, share, show empathy, manage frustration and to identify feelings. These sessions were reviewed on a half termly basis which resulted in many of the children making social progress. This was particularly evident with those PPG children within the group.</p>	<p>PALS will continue to be a social skills programme that the school will use to help support a range of children and will be available to support those in receipt of Pupil Premium funding. Initially, due to the valuable resources found within the PALS programme, it will be taught within Reception as a whole class session because of the needs within the class and the PSHE elements that can be taught throughout.</p>	<p>£1,500</p>
	<p>Staff training within Lego Therapy to support and develop children's social interaction skills.</p>	<p>All staff were trained in Lego Therapy within the Autumn term. Sessions were then led by members of support staff. This resulted in 30-minute weekly groups for nine children, including those eligible for Pupil Premium funding. Review of the intervention showed that many of the children were developing collaborative skills as part of these sessions.</p>	<p>Sessions will be led by the schools newly appointed Pastoral support working who will provide the children with a consistent source of social and emotional support during their time at Green Ridge Academy.</p>	<p>£500</p>
	<p>New staff training on Philosophy for Children (P4C) and embed throughout weekly provision in each class.</p>	<p>Philosophy for Children was a timetabled part of the children's experience during the Autumn term. After timetable reviews, a greater emphasis was decided to be put on PSHE. This is in line with the statutory guidance from the Relationships Education, Relationships and Sex Education and Health Education document. This document covers many elements found in P4C, including mental health and wellbeing.</p>	<p>Children will be reviewed during the Autumn term and Inclusion reviews will determine those that would benefit from Lego Therapy.</p> <p>PSHE to become a focus in supporting children in making in taking turns, showing concern and empathy towards others and developing higher-order thinking.</p>	<p>£500</p>

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.	Fine and Gross motor skills interventions were deemed to be a success within EYFS. Interventions were reviewed termly and modified based on the need within the classes.	End of year review highlighted the need to continue to develop Fine and Gross motor skills through intervention, Busy Fingers and Funky Fingers sessions.  EYFS provision will also continue to be developed through the schools modified approach to Year One. The EYFS lead has developed Reception child-initiated learning approaches within Year One, providing children with greater consistency in the way they develop their Fine and Gross motor skills as they enter KS1.	£6,000
	Daily opportunities for writing in each class to foster skills in fine motor, with skill targeted feedback.	High levels of expectation ensure that all children present their work to a high standard. 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.	New teachers will require support from their year group lead to ensure that standards are maintained through frequent opportunities for writing.  The first two weeks of Autumn term will continue to be devoted to revisiting previous learning and establishing standards within each year group.  Year One and Year two will be given further support within writing through the use of handwriting framed books which will support the children with their letter sizes and formation.	£500



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
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.	WellComm interventions resulted in 100% of children who were entered into the programme successfully completing it by Spring Two.	WellComm will continue to be used as a screening tool and subsequent intervention within Autumn term 2019. These baselines will then be tracked on a termly basis.	£1,000
	Training and development for staff in supporting children's learning as well as specific learning interventions such as WellComm.	New members of staff were trained in the WellComm programme and continued to use it throughout the academic year of 2018/19. As previously mentioned this resulted with children completing the programme within Reception by the end of Spring term.	Need of training will be based on current levels of knowledge within EYFS. Experienced staff will initially complete baselines and support children through the intervention.	£500
	Additional Teaching Assistant support to provide daily reading opportunities to extend vocabulary and comprehension.	Reading skills sessions gave the children daily opportunities to read, however 1-1 daily reading sessions were not possible due to availability of staff and needs within different year groups.	Children will be listened to as part of Reading Skills, Phonics and English sessions. Children will also be listened to read 1:1 every three weeks through the use of volunteer readers.	£6,000

<p>B - Improve <b>personal, social and emotional skills</b> for pupils eligible for PP</p>	<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>	<p>PALS intervention was delivered, and children progressed well within the intervention, completing by the end of the Spring term.</p> <p>All members of staff were given CPD as part of Autumn Inset. This allowed all members of staff to understand the impact they can make to PP children. Teachers were provided with training in the deployment of support staff within the Autumn term. Support staff were deployed on a need-basis in each class and typically this reflected the contextual PPG and SEND needs. This was most effective within the Summer term, where transition elements supported PP children in preparation for the following academic year.</p>	<p>PALS interventions will continue within the new academic year and will be led by the school's newly appointed pastoral support worker.</p> <p>Support staff will be deployed within classes where there is a large proportion of PP children. Within class they will support them within their daily learning but also as part of in-class interventions.</p>	<p>£500</p> <p>£6,000</p>
<p>C - Improve <b>fine motor skills</b> for pupils eligible for PP.</p>	<p>Targeted support will be applied to children who are struggling to develop their fine motor skills. This will include additional resources.</p>	<p>Small group interventions took place to support children with their fine motor skills development.</p>	<p>Small group sessions will continue within EYFS.</p>	<p>£6,000</p>

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
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)	At the end of the academic year of 2017/18, PP attendance was at 92.7%. This contrasted with the whole school percentage which was at 95.4%. Attendance monitoring and contact with parents resulted in this figure rising to 95.3% for PP children by the end of the 2018/19 academic year. This has further narrowed the gap between PP children and their peers who achieved a percentage of 96.4% at the end of the year – a 1.1% difference.	Attendance monitoring will continue within the academic year of 2019/20, with half termly reviews and meeting with parents/carers whose children drop below 90% attendance. Other attendance initiatives, recognition and rewards will continue within the academic year of 2019/20.  Celebrations for attendance will continue within the academic year of 2019/20 as it highlights the importance of regular attendance within school.	£500
	Termly certificates of achievement for those pupils with increased attendance or who have been in school regularly.	Termly certificates for attendance were in place and this was developed further to include opportunities for children who achieved over 97% attendance throughout the year.		£500
E - Increase <b>accessibility of out-of-school experiences</b> for pupils eligible for PP.	Fund cost of out-of-school trips/experiences.	All pupils eligible for Pupil Premium have been able to attend out-of-school trips and experiences to support their learning, such as horse riding, trips to London and Whipsnade Zoo.	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.	£4,000
Increase <b>parental engagement in their children's learning</b> for families eligible for PP.	Fund element of uniform for each child.	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.	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.	£1,000

F - Parents/carers for children eligible for PP are less engaged in supporting their child with learning and attending school events	Allocate personal budget to each family which can be targeted to where individual pupils need it most.			
	Developing strong relationships with parents across the school through communication.	Relationships have been developed with PP parents/ careers through arranged meeting to highlight areas for development such as attendance. This included discussions about the importance of attendance and also what support is available for parents/carers through the school.	Relationships with parents will continue to be a focus within the academic year of 2019/20. This will have greater impact with the introduction of the Pastoral Support worker who will be able to make regular contact with parents through phone discussions and in school coffee mornings. This will enable parents/carers to have a regular point of contact and support within the school.	£500
	Opportunities for the parents to see and engage with their children's learning.	Parents are invited to see their children as part of Parent Learning Reviews, Book Looks and other events such as Dad/Grandad afternoons.	Based on the success and feedback of the existing sessions, they will continue within the academic year of 2019/20.	£500
	Building links within the community.	Links within the community continue to be established through open days within school and have been further developed by the community lead to include a visit for each year group to Bartlett's Care Home. These visits were very successful, evidenced through the strong relationship the community lead has made with the home.	Community connections will continue to be developed through opportunities for parents/carers to visit and engage with the children's learning but also through Bartlett's care home and the local community Police with elements like the 11B411 initiative.	£520

## 7. Additional detail used to inform the statement above (2018-2019 data)

### Early Years

- Upon entry (September 2018), 17.2% of children within Reception were on track to meet GLD, whilst 18.6% are on track to be age related by the end of Reception.
- The lowest areas of children on track for GLD on entry within Nursery are Technology (17.2%), Making Relationships (20.7%), Reading (20.7%) and Writing (20.7%)
- Of those children in Reception eligible for PPG (15), only 38% (3) were on-track for GLD by the end of the year making a gap of 41%, compared to their PPG peers.

### Key Stage One

- Most PP children are within the Year One classes – 19 children out of 60. Of these 19 children 31.6% met the year group standards or were greater depth in Reading, 21.1% met the year group standards or were greater depth in Writing and 42.1% met the year group standards or were greater depth in Maths. This was taken from the end of Summer data. This makes it clear that the focus areas for this cohort are Reading and Writing. This cohort has the largest proportion of PP children and, due to their end of Year One outcomes, they will require additional support to narrow the gap between themselves and their peers.
- Year Two achieved 100% in all areas of attainment for PP; however, this data is based on one child and therefore is not deemed to be substantial enough to ascertain the impact of PP strategies within Year Two.

### Key Stage Two

- Year Three encountered similar mobility issues to previous years. This meant that the class had an ever-changing profile – including the percentage of children who received PP funding. In class support was put in place for these children.

### *As at July 2019*

- 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. Initially the year started with 19 pupils, however this has increased to 32 pupils by the end of the 2019/19 academic year. Overall mobility within the school was at 26% by the end of the year.

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