

Pupil premium strategy statement (2019/2020)

School overview

Metric	Data
School name	Green Ridge Primary Academy
Pupils in school	302
Proportion of disadvantaged pupils	14% (42/302)
Pupil premium allocation this academic year	£47,820
Academic year or years covered by statement	2018/19
Publish date	01 December 2019
Review date	01 September 2020
Statement authorised by	Aaron Wanford
Pupil premium lead	Sean English
Governor lead	Sophy Davies

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	n/a
Achieving high standard at KS2	n/a

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	n/a	n/a
Progress in Writing	n/a	n/a
Progress in Mathematics	n/a	n/a
Phonics	Achieve target of 90% (Year One) and 93% (Year Two)	July 2020

Other	Continue to diminish the difference in attendance of disadvantaged pupils to non-disadvantaged (within 1.5%)	July 2020
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Teaching priorities for current academic year (2019/2020)

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1	Improve oral language skills and increase children's progress in reading for pupils eligible for PP. Ensure all relevant staff have received training in how to use vocabulary to support learning throughout the curriculum.
Priority 2	Improve depth of understanding through the maths mastery approach to teaching through training and support linked to the NCETM BBO Maths Hub.
Barriers to learning these priorities address	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.
Projected spending	£20,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve personal, social and emotional skills for pupils eligible for PP through focussed interventions.
Priority 2	Improve phonics outcomes for children eligible for PP through staff training and phonics precision sessions for children.
Barriers to learning these priorities address	Personal, social and emotional development is lower for pupils eligible for PP than for other pupils, particularly in areas such as making relationships. Phonics training for all members of staff and phonics interventions for children who require additional support
Projected spending	£20,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Continue to diminish the difference in attendance of disadvantaged pupils to non-disadvantaged (within 1.5%).
Priority 2	Increase accessibility of out-of-school and extra-curriculum experiences for pupils eligible for PP.
Barriers to learning these priorities address	Parental involvement with school is lower than for non-PP children; most PP families do not value the importance of regular school attendance and see the link between outcomes and being at school regularly. Families also have limited funds for school trips due to lack of income and work.
Projected spending	£7,820

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	INSET days will focus on developing staff's understanding and use of vocabulary within all subjects. SLT to support MLT in embedding vocabulary and mastery approaches within planning and lessons.
Targeted support	Ensuring enough time for school maths-lead and Reading-lead to support teachers and support staff.	Previous year's maths lead will be supporting the new Maths lead, further developing capacity within the school. Current Reading lead to deliver CPD in Phonics and Reading, using experienced teachers and as support and models. Reading and Maths lead to have weekly release time, dedicated to raising achievement in their subject areas.
Wider strategies	Engaging the families facing most challenges.	The recently appointed pastoral lead will be in direct contact with families through home visits, school meetings and building up trust and support with those who are hardest to reach.

Review: last year's aims and outcomes (2018/2019)

Aim	Outcome
<p>Improve oral language skills and increase children's progress in reading for pupils eligible for PP.</p>	<ul style="list-style-type: none"> • Magpie walls have been implemented within all classrooms from Reception to Year Three. • Staff received training within T4W within the Autumn term. • Teachers were supported in planning for TFW by their year group lead. • Children were able to show evidence, in books, of how they had reviewed their learning through their independent and supported editing. • 86% of children at the end of KS1 made good or better progress in writing. This includes the PPG within KS1, although this is only one child making trends hard to determine.
<p>Improve personal, social and emotional skills for pupils eligible for PP</p>	<ul style="list-style-type: none"> • PALS social skills group were completed. Children showed they could take turns, share, show empathy, manage frustration and to identify feelings. This was particularly evident with those PPG children within the group. • All staff were trained in Lego Therapy within the Autumn term. • Lego Therapy sessions supported children in turn take and listening to • 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.
<p>Improve fine motor skills for pupils eligible for PP.</p>	<ul style="list-style-type: none"> • Fine and Gross motor skills interventions were deemed to be a success within EYFS. • Presentation standards have improved. • 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.
<p>Increase attendance rates for pupils eligible for PP.</p>	<ul style="list-style-type: none"> • 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. • 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.
<p>Increase accessibility of out-of-school experiences for pupils eligible for PP.</p>	<ul style="list-style-type: none"> • 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.

<p>Increase parental engagement in their children's learning for families eligible for PP.</p>	<ul style="list-style-type: none"> 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>Parents/carers for children eligible for PP are less engaged in supporting their child with learning and attending school events</p>	<ul style="list-style-type: none"> 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/careers through the school. Parents are invited to see their children as part of Parent Learning Reviews, Book Looks and other events such as Dad/Grandad afternoons. 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.