

Pupil premium spend strategy for Green Lane Primary and Nursery School

1. Summary information					
School	Green Lane Primary and Nursery School				
Academic Year	2018-19	Total PP budget	£91,080	Date of most recent PP Review	Sep 18
Total number of pupils	450	Number of pupils eligible for PP	69	Date for next internal review of this strategy	Jan 19

2. Current attainment at KS2			
	<i>Pupils eligible for PP (your school, 2017 and not taking into account pupils who didn't take the test)</i>	<i>Pupils eligible for PP (your school, 2018 and not taking into account pupils who didn't take the test)</i>	<i>Pupils not eligible for PP</i>
% achieving EXS+ in reading, writing & maths	41%	62%	71%
% achieving 'high' standard in reading, writing & maths	0%	0%	7%
average progress score in reading	-1.3	+0.3	+0.9
average progress score in writing	-2.1	-2.8	-1
average progress score in maths	0	+0.6	+1.6
3. Barriers to future attainment (for pupils eligible for PP)			

In-school barriers

A.	Disadvantaged boys' attainment and progress from KS1-2 is behind their non-disadvantaged peers
B.	Our disadvantaged pupils require a greater level of fluency and a broader vocabulary to further accelerate success in end of KS2 tests
C.	Our disadvantaged pupils require a greater level of fluency in their mathematics including times tables and the number system in order to improve attainment and progress

External barriers

D.	Attendance rates for pupils eligible for PP are 2% below the target for all children of 96%. This reduces their school hours and can impact detrimentally on progress
E.	Disadvantaged pupils have less opportunity to extend their learning beyond the school day

Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Disadvantaged boys' attainment and progress from KS1-2 accelerates to equal or better than their non-disadvantaged peers	Disadvantaged pupils without additional identified barriers to learning such as SEN achieve the expected standard in writing at the end of KS2 and/or make better than expected progress from KS1. Increased number of disadvantaged pupils achieve the higher standard (greater depth) in writing
B	Our disadvantaged pupils will acquire a greater level of fluency and a broader vocabulary which further improves their success in end of KS2 tests	Disadvantaged pupils without additional identified barriers to learning such as SEN achieve the expected standard in reading at the end of KS2 and/or make better than

		expected progress from KS1. Increased number of disadvantaged pupils achieve the higher standard (greater depth) in reading
C	Our disadvantaged pupils require a greater level of fluency in their mathematics including times tables and the number system in order to improve attainment and progress	Disadvantaged pupils without additional identified barriers to learning such as SEN achieve the expected standard in maths at the end of KS2 and/or make better than expected progress from KS1. Increased number of disadvantaged pupils achieve the higher standard (greater depth) in maths
D	Attendance of disadvantaged pupils improved to be in line with non-disadvantaged pupils	Overall attendance of disadvantaged pupils improves to 96% in line with whole school target.
E	Disadvantaged pupils have more opportunity to extend their learning beyond the school day	Disadvantaged pupils are supported effectively in school and provided with the resources to independently extend their learning beyond the school day

4. Planned expenditure					
Academic year	2018-19				
i. Quality of teaching for all/targeted support/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?

<p>A. Disadvantaged boys' attainment and progress from KS1-2 accelerates to equal or better than their non-disadvantaged peers</p>	<p>Appointment of Assistant Headteacher with responsibility for tracking progress and attainment of disadvantaged pupils</p> <p>Before, during and after school additional classes for disadvantaged pupils to target identified gaps</p> <p>School leaders released half a day a week from class to monitor implementation and impact of training and support practice</p> <p>After school ICT club targeted at disadvantaged pupils to allow access to online resources</p> <p>Review curriculum planning and delivery to ensure it is accessible and appealing to boys</p>	<p>We want to invest in both short term and long term change for our disadvantaged boys through effective leadership, curriculum development and timely intervention.</p> <p>Research base</p> <p><i>Challenging Learning through feedback</i> James and Gill Nottingham 2017</p> <p><i>Why students don't like school</i> Daniel Willingham 2009</p>	<p>Set up coaching groups or learning communities where staff can brainstorm ideas. Staff coaching sessions to discuss interventions and impact for our prior-low attainers.</p> <p>Pupil voice (PLA) to ascertain attitudes towards writing and how they like to learn in Y6, Y4 and Y2. Feedback responses and review planning to ensure provision caters for these pupils.</p> <p>Weekly monitoring of practice, progress in books and learning environments</p> <p>Observe and evaluate the impact of intervention groups and/or 1:1 tuition</p>	<p>Writing Lead</p> <p>Teaching and learning lead</p> <p>Spelling lead</p> <p>Inclusion Lead</p> <p>Assessment Lead</p>	<p>Termly</p>
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<p>B. Our disadvantaged pupils will acquire a greater level of fluency and a broader vocabulary which further improves their success in end of KS2 tests</p>	<p>Appointment of Assistant Headteacher with responsibility for tracking progress and attainment of disadvantaged pupils</p> <p>Y6 teacher to participate in AFC Vocabulary SparkEd project and disseminate findings</p> <p>Weekly film club (for books with films version) targeting for Y6 boys/disadvantaged to support the development of inference</p> <p>KS2 lunchtime library club to target disadvantaged pupils</p> <p>Regular training for teachers and support staff on the teaching of vocabulary delivered by reading and learning lead</p> <p>Before, during and after school additional classes for disadvantaged pupils to target identified gaps</p>	<p>We want to invest in both short term and long term change for our disadvantaged pupils through effective leadership, curriculum development and timely intervention. Research tells us that ensuring all our pupils move onto the next stage in their education as fluent readers able to comprehend and infer meaning will improve their long term chances of success.</p> <p>Research base</p> <p><i>Closing the vocabulary gap</i> Alex Quigley</p> <p><i>Thinking Reading</i> James and Dianne Murphy</p> <p><i>Bringing words to life</i> by Isabel L.Beck</p> <p>http://www.ascd.org/publications/books/107034/chapters/Develop-and-Implement-a-Schoolwide-Literacy-Action-Plan.aspx</p> <p><i>Teaching effective vocabulary</i> DfE 2008</p> <p><i>Reading at the Transition</i> (Interim Evidence Brief) June 2014</p> <p><i>Building an outstanding reading school-</i> Oxford School Improvement</p> <p>http://www.readingrockets.org</p> <p><i>Creating a reading culture in a primary school</i> Julie King (Education show 2017)</p> <p><i>Reading: the next steps</i></p>	<p>Use INSET days and weekly staff meetings to deliver training.</p> <p>Weekly monitoring of planning and teaching sessions</p> <p>Peer observations of one another's teaching</p> <p>Observe and evaluate the impact of intervention groups and/or 1:1 tuition</p>	<p>Reading lead</p> <p>Teaching and Learning Lead</p> <p>Assessment Lead</p>	<p>Termly</p>
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	<p>Conference and reading fluency diagnostic using the multidimensional fluency scale for all PPG children across the school to plan personalised strategies</p> <p>School leaders released half a day a week from class to monitor implementation and impact of training and support practice</p>	<p><i>Supporting higher standards in schools</i> DfE 2015</p> <p><i>Reading Reconsidered</i> Doug Lemov</p>			
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<p>C. Our disadvantaged pupils require a greater level of fluency in their mathematics including times tables and the number system in order to improve attainment and progress</p>	<p>Appointment of Assistant Headteacher with responsibility for tracking progress and attainment of disadvantaged pupils</p> <p>Pre-teach/ catch up groups for disadvantaged including before and after school boosters for Year 6</p> <p>Participation in a national 'Maths Mastery' initiative which focuses on developing fluency</p> <p>School leaders released half a day a week from class to monitor implementation and impact of training and support practice</p>	<p>We want to equip our disadvantaged pupils with the fluency they require to succeed in the next step in their education and achieve future economic success.</p> <p>EFF research indicates mastery learning impacts upon pupil progress made in numeracy.</p> <p>Research base</p> <p><i>Challenging Children's Learning</i> James Nottingham</p> <p><i>Making every primary lesson count</i> Jo Payne & Mel Scott</p>	<p>Use INSET days and weekly staff meetings to deliver training.</p> <p>Weekly monitoring of practice, progress in books and learning environments</p> <p>Observe and evaluate the impact of intervention groups and/or 1:1 tuition</p>	<p>Maths lead</p> <p>Assessment Lead</p> <p>Teaching and Learning Lead</p>	<p>Termly</p>
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<p>D. Attendance rates for pupils eligible for PP are 2% below the target for all children of 96%. This reduces their school hours and can impact detrimentally on progress</p>	<p>Continue to fund an attendance officer to track pupils' attendance and liaise with parents (this allows for daily phoning parents to discuss absence, weekly analysis of attendance data, liaison with families to offer support)</p> <p>Utilise rewards and incentives to promote excellent attendance and punctuality.</p>	<p>We know that pupils who miss education also miss out on valuable learning and social experiences. We want all our pupils to access all the opportunities school has to offer. Over the past two years we have had success in reducing the number of persistent absentees and in improving the attendance of our disadvantaged pupils. We recognise that this is an ongoing project if a high level of attendance is to be sustained.</p> <p>Research base</p>	<p>Close tracking and monitoring of those pupils who are persistently late on arrival and picked up</p> <p>Weekly – Update teachers/TA's of the attendance of PPG pupils in their class</p>	<p>Attendance officer</p> <p>Inclusion Lead</p> <p>Teachers</p>	<p>Termly</p>
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<p>E. Disadvantaged pupils have less opportunity to extend their learning beyond the school day</p>	<p>Providing an after school ICT club for disadvantaged pupils to access online resources</p> <p>Provide additional resources for disadvantaged pupils to undertake independent 'home learning' activities</p> <p>Run before and after school sessions to accelerate progress in reading, writing and maths for disadvantaged pupils</p> <p>target disadvantaged pupils for attendance in extra-curricular activities and sports events</p>	<p>Our in school analysis has revealed that disadvantaged pupils are participating less in extra-curricular activities and are less likely to be undertaking additional tuition outside of the school day (as arranged by their parents). We want to ensure all pupils, regardless of background, have the same opportunities to thrive.</p> <p>Research base</p>		<p>Teaching and learning Lead</p> <p>Pastoral lead</p>	<p>Termly</p>
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