

Pupil Premium Grant spend strategy for Green Lane Primary and Nursery School 2019-20

Summary information					
School	Green Lane Primary and Nursery School				
Academic Year	2019-20	Total PP budget	£43,560	Date of most recent PP Review	Sep 19
Total number of pupils	401	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Jan 20

Current attainment at KS1			
	<i>Pupils eligible for PP 2018</i>	<i>Pupils eligible for PP 2019</i>	<i>Pupils not eligible for PP 2019</i>
% achieving EXS+ in reading, writing & maths	80%	67%	74%
% achieving 'high' standard in reading, writing & maths	0%	0%	11%

Current attainment at KS2			
	<i>Pupils eligible for PP 2018</i>	<i>Pupils eligible for PP 2019</i>	<i>Pupils not eligible for PP 2019</i>
% achieving EXS+ in reading, writing & maths	62%	60%	58%
% achieving 'high' standard in reading, writing & maths	0%	0%	7%
average progress score in reading	+0.3	+3.9	+2

average progress score in writing	-2.8	-1	-0.3
average progress score in maths	+0.6	+0.6	+1.7

NB. The school budget is used to subsidise the Pupil Premium Grant

Identified barriers to learning	Targeted Approach	% of PP grant	Desired Outcome
Disadvantaged boys' attainment and progress in writing from KS1-2 is behind their non-disadvantaged peers	Spelling identified as a weakness - investment in individual diagnosis of barriers. Subsequent interventions delivered by expert teachers. Before, during and after school additional classes for disadvantaged pupils to target identified gaps Set up coaching groups or learning communities where staff can share ideas. Staff coaching sessions to discuss interventions and impact for our prior-low attainers.	22%	Disadvantaged pupils make better than expected progress throughout the school. Increased number of disadvantaged pupils achieve the higher standard (greater depth) in writing at the end of KS1 and KS2.
Our disadvantaged pupils require a greater level of fluency and a broader vocabulary to ensure continued success in reading at the end of KS2	Before, during and after school additional classes for disadvantaged pupils to target identified gaps Suite of reading diagnostics applied to all disadvantaged pupils to identify where within the initial or extended phonetic code gaps have arisen. Targeted interventions delivered by expert teachers.	22%	Disadvantaged pupils make better than expected progress throughout the school. Increased number of disadvantaged pupils achieve the higher standard (greater depth) in reading at the end of KS1 and KS2
Our disadvantaged pupils require a greater level of fluency in their mathematics in order to further accelerate success at the end of KS2 - reasoning and explanation	Pre-teach/ catch up groups for disadvantaged including before and after school boosters Participation in a national 'Maths Mastery' initiative with the other primary schools within the academy trust	22%	Disadvantaged pupils make better than expected progress from KS1. Increased number of disadvantaged pupils achieve the higher standard (greater depth) in maths at the end of KS1 and KS2
Attendance rates for pupils eligible for PP are 2% below the target for all children of 96%. This	Continue to fund an attendance officer to track pupils' attendance and liaise with parents (this allows for daily phoning	10%	Overall attendance of disadvantaged pupils improves to 96.5% in line with whole school target

<p>reduces their school hours and can impact detrimentally on progress</p>	<p>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>Our disadvantaged pupils can bring a narrower knowledge base and experience of the foundation subjects within the curriculum</p>	<p>Disadvantaged pupils to be offered 'pre-teaching' to develop their knowledge base ahead of a new topic starting.</p> <p>School visits organised carefully to provide the relative additional experience needed by pupils to thrive in their topics.</p>	<p>6%</p>	<p>Experience and knowledge gap is closed for disadvantaged pupils resulting in higher levels of engagement with topics and a more rapid rate of progress within a topic.</p>
<p>Some of our disadvantaged pupils have limited access to extra curricular activities which could limit future aspirations</p>	<p>Pupils accessing the PP grant to be given priority access (funded as appropriate) for extra-curricular activities including academic booster sessions and Forest School sessions.</p> <p>Participation in extracurricular activities to be tracked and pupils supported in maintaining participation throughout the year,</p>	<p>6%</p>	<p>Disadvantaged pupils access extra curricular activities and have the opportunity to discover talents and interests. This in turn has a positive impact upon their engagement with school and their 'grit'</p>