



## Pupil Premium Strategy for 2016-2017

At Greatham Church of England Primary School, we are committed to removing barriers to every child's learning and progress. Pupil Premium Funding is for those pupils who are identified as FSM (Free School Meals) at any point in the last six years (known as Ever 6 FSM), LAC (Looked After Children) who have been looked after continuously for more than six months and children of service personnel. Pupil Premium is 'additional funding' allocated to the above pupils with the aim of supporting and closing the attainment gap between these pupils and their peers locally and nationally.

At Greatham, we do not confuse eligibility for the pupil premium with low ability: our aim is to support our disadvantaged children so they are able to achieve their full potential to diminish the gap between attainment and progress between themselves and the non-disadvantaged.

Dream it! Believe it! Achieve it!

### Barriers to Learning for Disadvantaged Children

There are many different barriers to learning for the children at Greatham Primary School. We aim to identify these barriers and remove them for all children to achieve in terms of progress, attainment and social and emotional well-being so they can reach their full potential and achieve as well as their non-disadvantaged peers. Some of the potential barriers identified by school include:

Social interaction skills

Narrow range of opportunities outside of school

Language and communication skills

Another key barrier we aim to remove is ensuring there are no financial or social barriers to their full participation in school life. To achieve this, part of our pupil premium funding is spent to ensure our children have the best possible opportunities to be successful, fulfil their potential and experience meaningful, unforgettable and enriching experiences.

In order to ensure these children are successful at Greatham, their individual barriers to learning are identified and their progress is closely tracked to ensure they continue to make progress throughout their time at Greatham.

**Allocation for 2016/2017: £52,360**

*Summer 2017 Review*

Action	Aim	Cost	Intended Impact/Impact
<p>Supply Teacher's cover to release DHT for targeted, personalised interventions to take place.</p>	<ul style="list-style-type: none"> <li>• Every PP child will receive timely intervention appropriate to their needs including more able pupils.</li> <li>• Interventions will be tracked through school's tracking system to ensure they are having impact on their attainment and progress.</li> <li>• PP children will be tracked and those at risk of not making sufficient progress will be targeted.</li> <li>• Personalised learning for all PP children regardless of their ability.</li> </ul>	<p>£15,176</p>	<ul style="list-style-type: none"> <li>• Children diminish the gaps between their attainment at those of non-disadvantaged children.</li> <li>• Personalised timely interventions taking place when appropriate.</li> <li>• HA disadvantaged children also receive targeted intervention to support their deeper understanding of the curriculum.</li> </ul> <p><i>Spring Update:</i>  <i>HA children continue to be working above their age-related expectations.</i></p> <p><i>Interventions planned alongside the class teacher to support their work in class has ensured children at risk of not making sufficient progress continue to make progress with some making more than expected progress.</i></p> <p><i>Summer Update:</i>  <i>The children that were targeted through these interventions all made at least expected progress with some making more than expected to diminish the gap between their attainment and their ARE.</i>  <i>Children were targeted to move from the MA to HA group. These children have started to show a deeper knowledge and understanding of reading and further targeted support will be put in place in 1718 to ensure they achieve this.</i></p>

<p>Maintaining increased teaching Assistant support to carry out intervention programmes both in and out of the classroom and support personalised learning across the school, including additional opportunities to read individually or guided across the school, providing a varied and engaging out of school club programme.</p>	<ul style="list-style-type: none"> <li>• Every class has a TA every morning for English and maths there are 2 in class 2 and 3. Class 2 and 3 have an additional part time TA.</li> <li>• Effective Intervention programmes in place for all disadvantaged children who are underperforming or achieving at greater depth.</li> <li>• Disadvantaged children reading regularly to adults</li> <li>• Varied out of school clubs in place across school to increase disadvantaged children's access to physical, creative and academic activities.</li> </ul>	<p>£16,234</p>	<ul style="list-style-type: none"> <li>• Raising standards in writing, reading and maths</li> <li>• To improve love of reading and reading skills, especially comprehension.</li> <li>• To allow smaller group teaching to target individuals and small groups to raise attainment and progress.</li> <li>• Children have access to different activities outside of the school day to promote their self-esteem, social and emotional well-being and creativity.</li> </ul> <p>Internal tracking systems show that every disadvantaged pupil is being targeting in the class every morning and with additional interventions in the afternoon.</p> <p><i>Spring Update:</i>  <i>Monitoring shows the quality of teaching assistant support is good across school. Children have continued to make good progress and vast majority of those at risk of not making progress have made sufficient progress or better. The average progress of disadvantaged children continues to be more than expected across the vast majority of cohorts in R, W and M.</i>  <i>The gaps between the non-disadvantaged and disadvantaged children is closing and in some cohorts disadvantaged children are attaining better than their non-disadvantage peers.</i></p> <p><i>Summer Update:</i>  <i>The support provided by teaching assistants in class has continued to be of a high standard with high expectations for all. The majority of all disadvantaged children made expected progress with a greater number achieving greater depth (GD)/higher standard.</i></p>
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			<p><i>(Whole School Disadvantaged)</i>  <i>EXP or Above: R: 83% W: 86% M: 90%</i>  <i>GD: R: 34% W: 17% M:31%</i>  <i>(Whole School Disadvantaged)</i></p>
Sports Coach JD Briggs lunchtime sports coach	<ul style="list-style-type: none"> <li>All children will be given the opportunity to take part in wider sporting activities to improve self-esteem and confidence.</li> </ul>	£2,500	<ul style="list-style-type: none"> <li>All children are given the opportunity to take part in wider sporting activities by working with a sport coach to improve their social interaction and self-esteem.</li> </ul> <p><i>Children are experiencing these positive social interactions on a lunch time building confidence, self-esteem and positive relationships with their peers.</i></p>
Breakfast club provision for pupil premium children to ensure all children can access a healthy breakfast, quality play and social interactions to ensure the best possible start to the school day.	<ul style="list-style-type: none"> <li>All disadvantaged children are offered a free breakfast every day.</li> <li>To provide a healthy breakfast at the start of the school day.</li> <li>Create a positive start to the school day with positive social interactions.</li> <li>Varied activities to ensure children are ready for their learning.</li> </ul>	£4,000	<ul style="list-style-type: none"> <li>Disadvantaged children building social and interaction skills, aiding raising academic standards.</li> <li>Ensuring children have a healthy start to the school day to be ready to learn when entering the classroom and sustain their concentration throughout the morning sessions.</li> </ul> <p><i>The children who access this provision are getting a healthy start to the day and questionnaires show that they are entering school ready to learn.</i></p>
Robinwood Educational Visit	<ul style="list-style-type: none"> <li>All children will be given the opportunity to attend Robinwood Residential visit. No child will be excluded due to financial reasons.</li> <li>To widen children's experiences, knowledge and skills in different curriculum areas and enrich the curriculum.</li> <li>All children gain life experiences they may not otherwise gain. All children access extra curriculum activities</li> </ul>	£2,500	<ul style="list-style-type: none"> <li>All children were given the opportunity to go to Robinwood.</li> <li>Wider life experiences increase awareness of wider world and opportunities available to all children</li> <li>Self-esteem raised</li> <li>Aspirations raised</li> <li>Wider life experiences aid learning and knowledge to help raise academic standards</li> </ul> <p><i>Spring Update:</i>  <i>Children went to Robinwood and experienced these</i></p>

			<i>different wider experiences, which built positive memories, aided their learning and raised self-esteem and resilience.</i>
Intervention Teaching Assistant to deliver Talk Boost Intervention to improve language, communication and vocabulary across EY and KS1.	<ul style="list-style-type: none"> <li>To improve language and communication skills to remove these barriers to children's learning so they can achieve, make progress and reach their full potential.</li> </ul>	£6,587	<ul style="list-style-type: none"> <li>Children will improve their speech, language and communications so those children in EY will be 'KS1 ready'.</li> <li>Children in KS1 will participate more in the classroom environment and have a positive impact on their progress and achievement across the curriculum.</li> </ul> <p><i>Spring Update:</i> All children in Y1 and EY were assessed and those children who need Talk Boost intervention receive it regularly.</p> <p><u>Year 1</u> All the children who took part in the Talk Boost intervention improved on their original assessment.</p> <ul style="list-style-type: none"> <li><b>Social Interaction (75% more working at the expected level)</b></li> <li><b>Understanding Spoken Language (63% more working at the expected level)</b></li> <li><b>Using and Understanding Vocabulary (63% more working at the expected level)</b></li> <li><b>All children working at the expected level for Sentences</b></li> </ul> <p>Improvements have been seen in the classroom with children engaging independently in lessons and applying the skills from Talk Boost sessions in their lessons.</p> <p><u>EY</u> All the children who took part in the Talk Boost intervention improved on their original assessment.</p>
Talk Boost Resources	<ul style="list-style-type: none"> <li>The appropriate resources are available to fully implement the Talk Boost Programme.</li> <li>Speech, language and communication will improve in KS1.</li> </ul>	£420	
Early Years Talk Boost Resources	<ul style="list-style-type: none"> <li>The appropriate resources are available to fully implement the Talk Boost Programme.</li> <li>Speech, language and communication will improve in EY.</li> </ul>	£420	
Talk Boost training and supply costs	<ul style="list-style-type: none"> <li>Staff are fully trained to implement the intervention with confidence to assess children's initial competencies, deliver progress, measure the impact and identify next steps for the children's learning.</li> <li>Speech, language and communication will improve in Early Years and KS1.</li> </ul>	£300	

			<p><i>5 out of the 11 children still scored lower in the 'Personal, Social and Emotional Skills' area of the Talk Boost Programme although their scores improved from the original assessment.</i></p> <p><i>Next steps have been identified and will be carried out in the summer term.</i></p> <p><i>Summer Update</i>  <i>Additional intervention was put in place for those who did not achieve talk boost's expected standard. After this, these children achieved the standard. There has been a noted improvement in the children interactions in class, the vocabulary they use and communication skills especially during story telling activities.</i></p>
<p>Additional Teaching Assistant in year KS1 to support individual pupils, where necessary, to raise academic standards and ensure the children continue to make rapid progress in order to diminish gaps between their attainment and their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> <li>• Gaps for disadvantaged pupils in KS1 will diminish.</li> <li>• Termly monitoring of this will take place by SLT and link governors.</li> <li>• Personalised support for those pupils who were not 'KS1 ready'</li> <li>• Deliver any identified interventions to support the children's learning</li> <li>• Allow for smaller group support within class.</li> </ul>	<p>£4,223</p>	<ul style="list-style-type: none"> <li>• Raise standards of more and less able disadvantaged children in reading, writing and maths.</li> </ul> <p><i>Spring Update:</i>  <i>Disadvantaged children in KS1 have made at least expected progress with some making more than expected to diminish the gap between their attainment and their non-disadvantaged peers.</i>  <i>More Able Pupil Premium children remain to be above the expected standard for their age related expectation.</i></p> <p><i>Summer Update:</i>  <i>All the children in KS1 made at least expected progress with some making more than expected.</i>  <i>One child in Y1 achieved GD across R, W&amp;M and in Year 2, one child achieved GD in R&amp; M. The children at risk of not meeting ARE were targeted to ensure that they successfully achieved the expected standard in Y2.</i></p>

			<p><i>Those children who were not KS1 ready (1 child) has received timely support and has made more than expected progress to diminish the gap.</i></p> <p>A the end of the summer term, only one disadvantaged child in Y1 is below ARE in R,W&amp;M and 1 child in Y2 is below in R&amp;W. Further support will be given to these children in 1718 to ensure the gap closes rapidly.</p>
<b>Total</b>		<b>£52,360</b>	