



Pupil Premium Strategy for 2017-2018

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 2017/2018: £48,100

Action	Aim	Cost	Intended Impact/Impact
<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"> • Every class has a TA every morning for English and maths. Class 2 and 3 have an additional part time TA for morning sessions. • Effective Intervention programmes in place for all disadvantaged children who are underperforming or achieving at greater depth or being targeted to move from being a middle attainer (MA) to higher attainer (HA). • Disadvantaged children reading regularly to adults • Varied out of school clubs in place across school to increase disadvantaged children's access to physical, creative and academic activities. 	<p>£25,479</p>	<ul style="list-style-type: none"> • Raising standards in writing, reading and maths <p>In reading all cohorts of children have made expected progress with 4 year groups making more than expected.</p> <p>In writing all cohorts of children have made expected progress with 2 year groups making more than expected.</p> <p>In maths all cohorts of children have made expected progress with 3 year groups making more than expected.</p> <p>(Autumn review 2017)</p> <ul style="list-style-type: none"> • To improve skills across the curriculum. • Additional targeted support/intervention in writing for those who are behind there ARE. <p>5 out of 6 year groups have increased the proportion of children working at expected standard or greater depth.</p> <ul style="list-style-type: none"> • Ensure targeted support is given to challenge MA/HA children to ensure a higher proportion of children achieve greater depth/higher standard. <p>4 out of 6 year groups have increased the proportion of children achieving the expected standard in RWM combined.</p>

			<p>The proportion of children working at greater depth in R, W, M continues to be above the national standard.</p> <ul style="list-style-type: none"> To allow smaller group teaching to target individuals and small groups to raise attainment and progress. <p>Interventions and small group work has taken place throughout the autumn term to ensure that children receive timely, personalised support tailored to their needs to diminish gaps in learning and challenge.</p> <ul style="list-style-type: none"> Children have access to different activities outside of the school day to promote their self-esteem, social and emotional well-being and creativity. <p>Children have been offered a variety of after school clubs throughout the autumn term including: Zumba, storytelling, games, multisport, ecology and arts and crafts.</p>
<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.</p>	<ul style="list-style-type: none"> All disadvantaged children are offered a free breakfast every day. To provide a healthy breakfast at the start of the school day. Create a positive start to the school day with positive social interactions. Varied activities to ensure children are ready for their learning. 	<p>£4,000</p>	<ul style="list-style-type: none"> Disadvantaged children building social and interaction skills, aiding raising academic standards. 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.

<p>Intervention Teaching Assistant to deliver Talk Boost Intervention to improve language, communication and vocabulary across KS1 and KS2.</p>	<ul style="list-style-type: none"> • 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. • To further develop listening and paying attention skills. • Target immature sentence structure (KS2) • Improve social interaction skills with their peers. • 	<p>£7,530</p>	<ul style="list-style-type: none"> • Children will improve their speech, language and communications so those children in KS1 and KS2 are equipped to succeed in the National Curriculum. <p><u>Year 1</u> <i>All the children who took part in the Talk Boost intervention improved on their original assessment.</i></p> <ul style="list-style-type: none"> • Understanding Spoken Language (37% more working at the expected level) • Using and Understanding Vocabulary (36% more working at the expected level) • All children working at the expected level for Sentences • Storytelling and narrative (19% more working at the expected)
<p>KS2 Talk Boost Resources</p>	<ul style="list-style-type: none"> • The appropriate resources are available to fully implement the Talk Boost Programme across KS2. • Speech, language and communication will improve in KS2 which will result in improved attainment and progress in writing. 	<p>£450</p>	<ul style="list-style-type: none"> • Storytelling and narrative (19% more working at the expected) <p><i>Improvements have been seen in the classroom with children engaging independently in lessons and applying the skills from Talk Boost sessions in their lessons.</i></p> <p><u>Year 3/4</u> <i>All the children who took part in the intervention, made progress in every area of Talk Boost so they met the expected standard.</i></p> <p><i>One child did not meet the expected standard in vocabulary and telling stories. They will have additional support in the spring.</i></p> <p>Since taking part in talk boost, there has been a noted increase in children's confidence in the classroom especially within retelling stories and using powerful vocabulary. The children who took part in Talk Boost all made expected progress in their writing.</p>

<p>Emotional Literacy Support Assistant Training</p>	<ul style="list-style-type: none"> • Train a member of staff in emotional literacy support so they can offer this support to children in school. • To support children with their emotional needs and remove this barrier to learning. 	<p>£1000</p>	<ul style="list-style-type: none"> • Those children who need emotional support will be happier in school, which will impact positively on their attainment and progress in R, W and M.
<p>Total: £37,459</p>			
<p>Total Remaining: £9,641</p>			