

Pupil Premium Strategy Statement - Greneway School

1. Summary information					
School	Greneway				
Academic Year	2016/17	Total PP budget	£53,180	Date of most recent PP Review	March 2017
Total number of pupils	445	Number of pupils eligible for PP	48 (18 FSM)	Date for next internal review of this strategy	September 2017

2. Progress and Attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Government age-related expectation of pupil progress/attainment</i>
Average points progress from year 5 - 8 Maths (July 2016)	15.5	12
Average points progress from year 5 - 8 English (July 2016)	11.67	12
Average points progress from year 5 - 8 Science (July 2016)	17.5	12
Average scaled score in KS2 Maths SATs (May 2016)	98	100
Average scaled score in KS2 Reading SATs (May 2016)	102	100
Average scaled score in KS2 SPaG SATs (May 2016)	99	100

3. Attendance					
<i>Academic Year</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>National Average</i>	<i>Difference between PP and non-PP at Greneway</i>	<i>Difference between PP and national average</i>
2013/2014	94.8%	97.1%	95.6%	-2.3%	-0.8%
2014/2015	95%	97.5%	95.4%	-2.5%	-0.4%
2015/2016	95.3%	97.3%	95.6% (Aut/Spr)	-2%	-0.3%
Sept 2016 - March 2017	95.3%	97%	Currently unavailable	-1.7%	Currently unavailable

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Literacy skills to access the curriculum
B.	Learner self-regard
C.	Pupil attendance, although improving, is still just below the national average.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental engagement and support for pupils with their learning and aspiration

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the rate of progress in English from year 5 to year 8, with a particular focus on improving SPaG in KS2.	<ul style="list-style-type: none"> • Pupils to make progress in line with national expectations and narrow the gap between PP eligible and non-eligible pupils • KS2 SPag results in line with the national age related expectations with an average scaled score of at least 100
B.	Improve the attainment in maths at KS2.	<ul style="list-style-type: none"> • KS2 mathematics results in line with the national age related expectations with an average scaled score of at least 100
C.	Improve learner self-regard, resilience, attitudes to learning and engagement in school life. This can be measured by the results of the PASS surveys and detailed in the individual case studies that monitor the pupils' journey throughout their years at Greneway.	<ul style="list-style-type: none"> • Pupils will have greater self-regard and confidence in their ability to learn • Positive attitudes towards learning • Pupils attend extra-curricular clubs and/or represent the school
D.	Increase the rate of attendance for those eligible for PP.	<ul style="list-style-type: none"> • Attendance rates to be at or above the national average • Pupils eligible for PP to have attendance rates in line with those not eligible
E.	Greater parental engagement	<ul style="list-style-type: none"> • Parents attend parents interviews regularly • Parents have positive view of school and support provided for their child

5. Planned expenditure				
Academic year	2016/17			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	1. Who is the staff lead? 2. When will you review implementation?
A, B, C, D	Pupil Premium Coordinator	<p>“Every school needs a Pupil Premium Champion,” - <i>John Dunford National Pupil Premium Champion 2013 - 2015</i></p> <p>We are keen to raise the profile of our PP pupils and raise expectations and attainment for this group of pupils.</p> <p>We aim to narrow the gap between our PP and non-PP eligible pupils and ensure all pupils receive the benefit of the funding, including the most able.</p>	<p>Regular reports provided for Head Teacher and governors detailing actions taken and impact on pupils.</p> <p>SLT and Pupil Premium Coordinator will follow John Dunford’s 10 point plan to spending the pupil premium effectively.</p>	<p>HG</p> <p>Mid-Year Review (March 2017)</p>
B	CRISP Mindset - Challenge, Resilience, Independence Self-management, Positive Response to Feedback	<p>Sutton Trust Teaching and Learning Toolkit states that meta-cognition and self-regulation have consistently high levels of impact on progress.</p> <p>Students with a growth mindset believe that intelligence can be developed. These students focus on learning over just looking smart, see effort as the key to success, and thrive in the face of a challenge</p>	<p>Results of PASS survey monitored by Pupil Premium Coordinator and included in individual case studies for staff to view and respond to where necessary.</p> <p>Growth mindset development group to promote Growth/CRISP mindset with staff and pupils. across the school.</p> <p>Maths Clinic and #SPaG clubs to provide additional opportunities for pupils to foster a CRISP mindset and peer tutoring is evidenced as having positive impact on pupil progress - <i>Sutton Trust</i>.</p>	<p>HG</p> <p>Mid-Year Review (March 2017)</p>
A, B, C	Study Support - Sessions aimed at providing additional support with school work and OSL (Out of School Learning).	Pupils benefit from a quiet environment in which to study - with help if required - which may not be possible at home.	Pupil attendance is monitored closely and shared with all staff. Experienced teaching assistant runs the sessions and is in close communication	<p>HG</p> <p>Mid-Year Review (March 2017)</p>

			with teaching staff if areas of weakness are identified in the sessions.	
C, D	Drama Enrichment - Drama curriculum course held before/after school.	<p>We believe that this area of study has an important role to play in the personal development of pupils, stimulating the imagination and allowing pupils to explore issues and experiences in a safe and supportive environment.</p> <p>In addition, skills and qualities developed by pupils in drama include: teamwork, communication, creativity, leadership and risk-taking which are assets in all subjects and all areas of life.</p>	<p>Course is led by experienced drama teachers. Pupils will be assessed and receive a subject report.</p> <p>PASS survey help to evaluate learner self-regard.</p> <p>Case studies will help to monitor pupil's involvement in extracurricular activities and representing the school.</p>	<p>HG</p> <p>Mid-Year Review (March 2017)</p>
Total budgeted cost				£15,927.70
ii. Targeted support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
A, B, C	Learning Mentors - The main focus on this session is learning. Mentors look at the targets given to pupils and work together on a 1:1 basis to try and achieve them. They look through OSL tasks, listen to pupils read, practise spellings or work on an area a teacher may have suggested they could develop.	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. - Sutton Trust	<p>Pupil Premium Coordinator to oversee the Learning Mentors and ensure that children's individual needs are met.</p> <p>Learning Mentors share detailed record of sessions and communicate with class/subject teachers/parents and pupil to meet the individual's specific needs.</p>	<p>HG</p> <p>Mid-Year Review (March 2017)</p>
B, C	Numeracy and literacy Interventions - Experienced, specialist subject teachers delivering additional lessons in smaller groups in order to bridge any gaps identified in assessments or by the class teacher. Promoting confidence in and enjoyment of mathematics.	<p>Small group tuition is evidenced to be effective by the Sutton Trust teaching and learning toolkit. It allows greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Experienced outstanding and good subject specialist teachers deliver the session aiming them at the groups and the individual's identified needs to promote rapid progress.</p>	<p>Teachers will identify areas to be studied and results of RAISEonline question level analysis also taken into account when planning sessions.</p> <p>Records kept of interventions and shared with class teachers and Pupil Premium Coordinator.</p>	<p>HG</p> <p>Mid-Year Review (March 2017)</p>
A, C	Read Write Inc - provides a structured and systematic approach to teaching literacy.	RWI is designed to create fluent readers, confident speakers and willing writers. It uses effective assessment to accelerate	Staff have followed a comprehensive training plan.	<p>HG</p> <p>Mid-Year Review</p>

		every child's progress and prepare them for the 2016 National Curriculum Tests.	School SENCO tracks reading and spelling age of pupils	(March 2017)
C, D	Pupil Mentoring	<p>On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average) - <i>Sutton Trust</i>.</p> <p>Statistically children who are Pupil Premium are more likely to require early intervention for mental health issues and make up a significant proportion of the work undertaken for self esteem, anxiety, low mood and self harm.</p>	<p>School Mentor to link with pastoral leaders regularly and proactively, making effective use of pastoral records (Transition information/Social/Emotional Records/Log of interventions).</p> <p>School Mentor to receive regular training opportunities (DSPL -Designating Special Provision Locally) to support intervention and signposting.</p> <p>Links with other professionals timetabled (Family Support Worker, FSW, Behaviour Outreach, Leader of Inclusion, Drama Therapist) to inform the support needed by individuals.</p>	<p>HG</p> <p>Mid-Year Review (March 2017)</p>
C, D	Drama Therapist - Drama therapy for pupils with complex emotional needs and school counselling	<p>Drama and play are a crucial part of healthy human development, and Dramatherapy can be an effective form of intervention to help young people.</p> <p>Previous experiences of Drama Therapy within the school have had a positive impact on pupils.</p>	<p>Referral to Drama Therapist documentation to ensure clarity of pupil need and focus for sessions.</p> <p>Drama Therapist to link with pastoral leaders and School Mentor regularly and timetabled meeting opportunities inform practice</p>	<p>HG</p> <p>Mid-Year Review (March 2017)</p>
C, D	Support Workers - Family Support Worker (FSW)/Transition Support Worker	<p>FSWs assist families who are experiencing short or long term problems, by offering practical help and emotional support. This liaison between home and school provides support and challenge for a family with a focus on ensuring home life can support pupil engagement with learning.</p> <p>Transition Support Workers support vulnerable pupils at periods of transition (for example, first to middle school transition).</p> <p>Previous experiences of support workers within the school have had a positive impact on pupils.</p>	<p>Support Workers to link with pastoral leaders regularly and proactively, making effective use of pastoral records (Transition information/Social/Emotional Records/Log of interventions).</p> <p>Links with other professionals timetabled (Family Support Worker, FSW, Behaviour Outreach, Leader of Inclusion, Drama Therapist) to inform the support needed by individuals.</p>	<p>HG</p> <p>Mid-Year Review (March 2017)</p>
Total budgeted cost				£36,885.82

iii. Other approaches				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
C	Music Lessons - Contribution towards peripatetic music lessons	<p>Specific arts activities have been linked with benefits on particular outcomes. For example, there is evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported - <i>Sutton Trust Toolkit</i></p> <p>Providing additional financial support on an individual basis in agreement with parents.</p>	Head of music monitoring peripatetic music offering.	<p>HG</p> <p>Mid-Year Review (March 2017)</p>
Total budgeted cost				£300.00

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A, B, C, D	Pupil Premium Coordinator	<p>Pupil Premium pupils have a greater profile across the school and are being individually invited to extra-curricular clubs and group interventions with an aim to get them involved fully in school life.</p> <p>The gap in attendance between our PP pupils and the national average is narrowing and children have demonstrated high satisfaction in their school life at Greneway (as evidenced in the PASS surveys).</p> <p>The case study approach has identified individual learning barriers, so that staff can focus on addressing the individual's need. Revision Guides have been purchased for pupils who may require additional resources at home, or who have lower rates of attendance.</p>	<p>The case study approach has allowed us to track a pupil's journey throughout their time at Greneway, not just in terms of academic progress, but also attendance, behaviour and involvement in extracurricular activities. It has made it easier to ensure that all pupils receive the benefit of the funding. We will continue to build on this and include the results of the attitudinal surveys, so these can be monitored over time and acted upon where necessary.</p> <p>The additional support that is given to the pupils is based largely on evidence from the Sutton Trust teaching and learning toolkit and next year, the Pupil Premium coordinator will share this research more regularly with staff to help inform their teaching and have the greatest impact possible.</p> <p>Lead lessons in mathematics arranged for teachers in year 5 has allowed staff to feel more confident delivering lessons in problem solving. In order to continue to stretch our more able pupils in year 5, we will continue to the Head of Mathematics delivering the lessons to set 1.</p> <p>In year 6 next year, many of the pupil premium pupils will be inset 2 for mathematics and so our Pupil Premium Coordinator -who is a maths specialist -will teach that group.</p>	£15,356.00
A	Developing Literacy across the curriculum	Through the development of Writing Portfolios which have been created to display quality literacy work across the curriculum, children have been encouraged to take a lot of pride in their work and develop their own self-regard as learners.	This has now been developed and has been incorporated into schemes of work. There is no need for further funding for this next year.	£1,390.86

		<p>The EDSM tracking from years 5 to 8 for writing criteria has been modified and mid-year reflection sheets have been used to enable students to reflect more deeply on the progress that they have made and consider their 'next steps'.</p> <p>The impact on the children is that they take more pride in their work, they see literacy as not being confined to English lessons, and they have been given the chance to track their own progress as they move throughout the school.</p>		
A, B, C	Study Support - Sessions aimed at providing additional support with school work and OSL (Out of School Learning) in a calm, quiet working environment.	<p>Pupils have been able to access the internet on the Apple Mac computers, an extensive range of books and use various items of stationery and resources that are not always available at home.</p> <p>Pupils who attended not only have the advantage of completing OSL whilst still in school (rather than taking it home) but also developed a much more positive attitude towards learning. As a result, levels of self-esteem have been raised and pupils are becoming more confident with their independent learning.</p>	This is a valuable club for our pupils and we will continue to fund this next year. We will aim to advertise the club more with parents, so they are aware of the benefits.	£2,476.08
C, D	Drama Enrichment - Drama curriculum course held before/after school.	Previously, self-conscious pupils' confidence increased and children were able to confidently perform a monologue in front of parents, pupils and staff.	Pupils were enthused and developed their self-regard. We will continue with this approach next year.	£2,693.32

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B, C	Numeracy and literacy Interventions - Experienced, specialist subject teachers delivering additional lessons in smaller groups in order to bridge any gaps identified in assessments or by the class teacher. Promoting confidence in and enjoyment of	<p>KS2 SATs results indicate that Pupil Premium children on average were above the government's age related expectation of 100 in English reading.</p> <p>Average progress made throughout the children's four years at Greneway indicates</p>	<p>Using subject specialist teachers has proven to be extremely helpful and pupils have gained a lot of confidence from these sessions.</p> <p>The KS2 SATs results indicated that our Pupil Premium children were slightly below the age related expectation in Spelling, Punctuation and</p>	£21,496.37

	<p>mathematics and English.</p>	<p>that our pupil premium children are making much more than the expected progress of 12 in mathematics, with a value of 15.5 points progress.</p> <p>RAISEonline KS2 reading test scatter graph shows that disadvantaged and FSM pupils have made some of the highest levels of progress, along with EAL pupils.</p>	<p>Grammar and in mathematics and this will be a greater focus for next year.</p> <p>The introduction of precision teaching mathematics next year will help to narrow the gap.</p> <p>Average progress made throughout the children's four years at Greneway indicates that our pupil premium children are making slightly less than the expected progress of 12 in English, with a value of 11.67 points progress, so improving literacy skills to access the curriculum will be our first barrier to try to overcome next year.</p> <p>We aim to link up with the upper school in Royston School Academy to provide extra maths interventions next year, led by older pupils.</p> <p>These interventions will be continued, subject to finance.</p>	
A, B, C	<p>Learning Mentors - The main focus on this session is learning. Mentors look at the targets given to pupils and work together on a 1:1 basis to try and achieve them. They look through OSL tasks, listen to pupils read, practise spellings or work on an area a teacher may have suggested they could develop.</p>	<p>The attitudinal surveys taken by our pupil premium children have indicated a high level of satisfaction at school and children who previously were having difficulty with their OSL have improved with handing in OSL on time.</p> <p>Pupils have appreciated having someone in school to talk to about concerns and this has been fed back to form teachers who can provide appropriate additional support to the child.</p>	<p>Pupils benefit greatly from the 1:1 time and quiet working environment that they may not get at home. Regular communication between the learning mentors and form teacher and Head of Year will be developed further next year.</p> <p>Pupil Premium coordinator to oversee the role of the Learning Mentors next year.</p>	£3,427.25
A, C	<p>Read Write Inc - provides a structured and systematic approach to teaching literacy.</p>	<p>63% of the all year 5 pupils having RWI made progress in their reading age throughout the year.</p> <p>50% of the pupil premium pupils having RWI made progress in their reading age. When these pupils were assessed again the following term in year 6, 100% of the pupil premium children had made additional progress in their reading following continued RWI support.</p>	<p>This has not only helped develop reading and spelling ages of pupils, but confidence has also improved and this will continue next year.</p>	£3,514.24

		<p>73% of the all year 5 pupils having RWI saw improvements in their spelling age.</p> <p>75% of the pupil premium pupils having RWI saw improvements in their spelling age.</p> <p>RAISEonline KS2 reading test scatter graph shows that disadvantaged and FSM pupils have made some of the highest levels of progress, along with EAL pupils.</p>		
C, D	Pupil Mentoring	<p>Mentoring provides an immediate response to pupils with social or emotional difficulties and enables children to explore strategies to manage school and relationships at home. This early intervention has proved successful in preventing difficulties escalating and supports attendance, self esteem and confidence within the school environment. Positive communication with families is developed and sustained.</p>	Pupils have responded positively and this important approach will continue next year.	£12,341.73
C, D	Drama Therapist - Drama therapy for pupils with complex emotional needs.	<p>Drama therapy helps vulnerable children explore anxiety, low mood and poor self esteem. Early intervention impacts significantly on the prevention of long term difficulties. Pupils, parents and therapist work together to address anxieties and develop strategies to support self esteem, confidence and attendance.</p>	Pupils have responded positively and this important approach will continue next year.	£4,390.00
C, D	Support Workers - Family Support Worker (FSW)/Transition Support Worker	<p>Invaluable support especially from year 4 to Year 5 with vulnerable children who feel anxious about the change. Transition worker supports the children with early visits in the summer term and then meets them regularly in the autumn term to ensure anxieties etc have been alleviated.</p> <p>The results of the PASS (attitudinal) survey for our year 5 pupil premium children shows on average high satisfaction in all areas of school life.</p>	Positive impact on pupils during transition and will continue next year.	£2,314.00

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
C	Music Lessons - Contribution towards peripatetic music lessons	Pupils working above expected standard in music. Parents, pupils and staff have shared aspirational aims for learning.	This approach will continue next year, as requested by the parents and agreed by the school.	£600.00