



Pupil Premium Report and Impact Statement 2018-19

Rationale

The aim of Pupil Premium (PP) funding at Green Lane Primary and Nursery School is to address the current underlying inequalities between disadvantaged pupils with other pupils in our care. We do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress / achievement between PP and non-PP pupils. When identifying strategies and allocating funding to particular projects, we consider the impact of previous experience within school context, as well as applying knowledge gained from external research. We are committed to using a range of measures to evaluate the impact of spend as on ongoing process throughout each academic year. These include headline measures as well as individualised monitoring and evaluation processes which are developed in conjunction with staff who have specific responsibilities for reviewing pupil premium spend. The school allocates its funding in the following key areas.

Academic: Particular focus on Maths, Reading and Writing across the curriculum and specific intervention strategies to target the attainment and progress gaps between PP and non PP pupils in all year groups. To develop compelling learning throughout the curriculum that ensures pupils grasp secure knowledge of a range of subjects.

Wellbeing: Improve behaviour for learning, increased resilience and children demonstrate better life-long coping strategies. To ensure that when children leave KS2 they are rounded and well prepared for secondary school.

Enrichment and Engagement: all children have access to extra-curricular / enrichment opportunities, regardless of the pupil's background so that all aspects of the learned curriculum are available to all pupils. The provision in school is of high quality for all to access. Also to implement effective strategies to address the gap in attendance and punctuality rates between PP and non PP pupils.

Pupil Premium Report			
School name:	Green Lane Primary and Nursery School		
Date of review:	March 2019	Date of next scheduled review:	July 19

Reception to Year 6 Pupil Premium Funding				
Pupils Eligible for funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Service Children
185	89	96	0	0

Pupil Premium Summary			
Total number of pupils	581	Number of Pupils Eligible	185
Total Pupil Premium Budget	£244,020.00 Calculated Spend: £261,000.00	Percentage of Pupils Eligible	31.84%

Proportion in Each Year Group						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
11%	19%	21%	19%	18%	14%	38%

2018- Outcomes														
KS1 Year 2	PP Pupils			Other			KS2 Year 6	PP Pupils			Other			SCh / Na Gap
	Sch	Na	Diff	Sch	Na	Diff		Sch	Na	Diff	Sch	Na	Diff	
Expected Standard Reading	70	79	-9	66	79	-13	Expected Standard Reading	38	80	-42	63	80	-17	
Expected Standard Writing	70	74	-4	63	74	-11	Expected Standard Writing	65	83	-18	73	83	-10	
Expected Standard Maths	74	80	-6	68	80	-12	Expected Standard Maths	59	81	-22	77	81	-4	
Year 1 Phonics	64	85	-21	83	85	-2	National Standard Reading, Writing and Maths	38	70	-32	62	70	-8	
EYFS GLD	80	74	+6	67	74	-7								

2019- Outcomes														
KS1 Year 2	PP Pupils			Other			KS2 Year 6	PP Pupils			Other			SCh / Na Gap
	Sch	Na	Diff	Sch	Na	Diff		Sch	Na	Diff	Sch	Na	Diff	
Expected Standard Reading	54			70			Expected Standard Reading	56			71			
Expected Standard Writing	50			65			Expected Standard Writing	74			70			
Expected Standard Maths	54			74			Expected Standard Maths	74			70			
Year 1 Phonics	89			75			National Standard Reading, Writing and Maths	50			59			
EYFS GLD	82			59										

Internal Barriers to Future Attainment		
Barriers		Desired Outcomes
A	Intervention Support – Academic interventions used to raise achievements across subjects. Our PP children often struggle with basic concepts and require additional support. Some of our children also require support from outside agencies such as an Educational Psychologist	That the gap between those eligible for PP and others narrows in all year groups and that children make accelerated progress. Children access appropriate services to support their needs.
B	Staffing – In order to close the gap between our PP and non-PP children we use strategic leadership to target and support our PP children. This is to improve our offer of quality first teaching as well as offer pastoral and family support.	The gap between those eligible for PP and others narrows in all year groups and that children make accelerated progress.
C	Emotional Support- Many of our most vulnerable children need additional emotional support. The children’s emotional resilience is low when compared with their peers. These barriers as a result, affect the children’s learning therefore we offer a number of mechanisms to support them.	The children have a greater level of emotional resilience and are better equipped to deal with a variety of situations. Children are in a better emotional state in which to learn and access the classroom more fully.
D	Enrichment – This is used to increase children’s wider experiences and skills. This helps to develop the whole child and provide them with experiences upon which to draw for academic aspects of the curriculum such as reading.	Children have access to a range of experiences designed to develop the whole child. Children are able to draw upon these experiences in their reading, writing and maths.
E	Supporting trips- Some of our PP children often cannot afford to access trips and have limited access to experiences beyond the local area. By part funding or whole funding these experiences we are giving the children memories to draw upon.	Pupils eligible for PP access the same life chances as their academic peers. This will raise their self-esteem, confidence and academic progress. From the first hand experiences PP children can apply their understanding and skills across the curriculum.
F	Attendance- The attendance of PP children is below national expectations and our persistent absence is high.	More pupils to attend school and access learning.

We measure the impact of Pupil Premium by closely monitoring our intervention programmes, through learning walks, pupil progress meetings, talking to pupils and parents, data and work scrutiny. We monitor the progress of these children and provide support as described below if it is required. These children have priority access to these interventions and resources. Pupils attainment and progress will be discussed with governors.

Pupil Premium Planned Expenditure

Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation (Summer 2019)
<p>A. To ensure PP children make progress in-line or above that of their peers in Reading by the end of the year through quality-first teaching and improved feedback.</p>	<p>Regular support for PP children during core subjects and additional interventions as required.</p> <p>Monitor progress of PP children against ambitious target setting.</p>	<p>Assessment attainment and progress data.</p> <p>Regular feedback to PP children is low cost, high impact.</p>	<p>£25,000</p> <p>(15k PPL costs 6k TLP costs 4k Bug Club)</p>	<p>In Reading PP pupils in Year 5 achieved in line with or above their peers.</p> <p>In all year groups PP pupils made:</p> <p>Year 1 74% good and 16% outstanding progress within the year.</p> <p>Year 2 88% good and 27% outstanding progress within the year.</p> <p>Year 3 92% good and 31% outstanding progress within the year.</p> <p>Year 4 79% good and 25% outstanding progress within the year.</p> <p>Year 5 85% good and 11% outstanding progress within the year.</p>

<p>A. PP receive ongoing and additional phonics intervention support from staff.</p>	<p>Teacher to deliver addition phonics intervention.</p>	<p>Phonics intervention and reading comprehension strategies are low cost, high impact strategies.</p>	<p>£8000</p>	<p>Pupil Premium children caught up in Year 1 and (89%) reached the expected standard.</p>
<p>A. Improvements to the quality of teaching ensuring it meets the needs of the children.</p>	<p>PPLs to provide coaching support to teachers during PPA. PPLs to provide in class support through team teaching.</p>	<p>Ensure that PP pupils make progress across the curriculum. Leadership focus on consistent teaching, learning expectation and routines. Quality assurance: Leadership focus on high expectations and targeted strategies for PP pupils. Data Focus: Tracking data ensures that under achieving PP pupils are identified and supported in school and in after school provision.</p>	<p>£80,000</p>	<p>See data impact. There have been significant improvements made in the quality of teaching and learning this year.</p>
<p>A. Children tracked accurately by responsible adults – teachers, HT, Assessment Coordinator, to ensure these children make progress and progress of PP children a regular focus at PPA meetings.</p>	<p>Identify PP children and baseline for assessment. Set realistic targets with additional support. Monitor progress at specific intervals against set targets.</p>	<p>Assessment tracking systems fully in place to track pupil premium spend children and pupil progress meetings to discuss PP children not on-track to achieve outcomes. Learning Journey folders complete with necessary intervention and evidence of</p>	<p>£2500 assessment lead time £1500 cost for release of staff to complete</p>	<p>As above data impact. This has been successful in improving the quality of teaching this year with a greater emphasis on staff understanding the data which has led to higher quality discussions at PP meetings.</p>

	Termly Pupil Progress meetings to discuss individual PP child and ongoing PPA dialogue.	impact – followed by learning journey meeting discussions.	learning journeys. £25,000 leadership time to support.	
A. Increased specialist support for children such as behaviour specialists, educational psychologists, etc.	Identify which children are at risk of falling behind due to other 'external' factors that might inhibit learning and provide external specialist support where necessary. SENCo to work with identified children to ensure support is in place.	Evidence from education psychologists, school nurses and health professionals, learning support team and behavioural specialists.	£4000 for additional specialist support. Additional SENCo teaching time £15,000	Educational psychologist has worked with a number of PP children with additional needs. SENCo and Inclusion lead have also supported other schools and children across the trust.
A. Improvements to reading data and pupils love of and engagement in reading	New books to encourage children to read in the library and each classroom. Invested in better quality 'levelled' books. Access to First News	Reading data Pupil feedback	£20,000	Data impact. Pupil feedback as part of the scrutiny process shows pupils enjoy reading. Additional reading resources have been purchased this year which has kept reading fresh in school.
Total spend:				£181,000

Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation (Summer 2019)
<p>B.</p> <p>Enhanced staffing across school, including School Direct, to support PP children at risk of falling behind earlier in Reading and provide additional support and intervention.</p>	<p>PPLs to target PP children for specific intervention</p>	<p>Ongoing observations of teachers and SD teachers to monitor impact, including assessment data of targeted PP children.</p>	<p>£7,500 to supplement cost of 3 SD employees.</p>	<p>See data impact.</p>
<p>B.</p> <p>Use of TLPs across school to provide intervention for PP children falling, or at risk of falling, behind.</p>	<p>Deploy of TLPs across school to target specific PP children. PPLs to monitor impact of these interventions for effectiveness</p> <p>Further training for support staff where needs are identified.</p>	<p>Ongoing pupil progress meetings and assessment data to monitor PP children progress.</p>	<p>£5,000</p>	<p>As above data impact.</p>
			Total spend:	£12,500

Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation (Summer 2019)
C. SMEH funds	PPL's available to respond to additional needs e.g. counselling, nurturing, 1:1 tuition. Wellbeing team established and used effectively to support those most vulnerable.	Soft-data evidence of SEMH progress through specific children's interactions with others – engagement with children and adults is improving.	£8000	Wellbeing team having a positive impact on children who need support the most. They are having either small group or 1:1 sessions to support their emotional and social well being.
C. Enhanced resourcing for PP with specific needs.	Small budget allowance for resourcing PP children without EHCP whilst applications were being processed.	Soft-data evidence of SEMH progress through specific children's interactions with others and feedback from parents.	£5000	TLP support was effectively deployed to meet children's needs. (5 children received an EHCP this year that are PP.) This means going forward they will have the appropriate funding available to support these pupils.
C. External support for children where specific behavioural, SEMH difficulties are identified.	Identify and refer children to external services.	Reports from external professionals. Meeting notes with parents regarding health concerns etc.	As costed above	As above.
			Total spend:	£13,000

Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation (Summer 2019)
D. Improved participation for PP children including a wide range of after-school clubs with targeted PP children run by TLPs.	TLP's to run after-school club targeted at PP children in particular as enrichment activities. Book whole-School pantomime for children to watch. Book bouncy castles for children to experience.	Soft-data evidence- pupil and parent feedback. Attendance data at specific clubs for those children.	£8000 Resources £500 Pantomime - £1500 Bouncy Castle £500	A number of events have been subsidised – photography clubs and visits, sports after school competitions. These have increased pupil participation. Although not always measurable this has led to increased confidence at school.
			Total spend:	£10,500

Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation (Summer 2019)
E. Additional funding provided for PP children so that they have access to a wide range of offsite activities.	Partial or full funding towards specific offsite trips including residential activities.	Trip risk assessments. Impact on curriculum, for example, in writing recounts about trips – purpose for writing to improve children's experience of the world. In reading have a greater understanding of the world and vocabulary.	£25,000 (Tall Ships - £1500 London - £840 Ingleborough - £650 All visits in school are heavily subsidised or free for those in receipt of PP funding Mini buses and drivers - £18,000)	Pupils have benefitted from a range of visits outside of Bradford (farms, Wildlife Park, seaside, Malham, Ingleborough, London, canal barge to give an example of a few) Use of climbing wall, caving and mountain bikes.

			Maintenance and training for climbing wall, caving and bikes - £5000 Barge- £5000	
Total spend:				£35,000

Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation (Summer 2019)
F. Improvements to disadvantaged pupils attendance so that it is in line with at least national expectations	Employee attendance apprentice to operate first day call. Use of PPL and Admin team to manage absence meetings and welfare visits. PPLs to lead on attendance review meetings. Rewards for pupils and classes	Attendance report	£4000 Uniform subsidized - £4000 Prizes - £1000	PP children's absence has improved from 94% to 94.8%. This is still below non PP children who are at 95.8%. Additional resources and staffing have helped this year.
Total spend:				£9,000

Summary of Spending

Desired Outcome		Cost
A	That the gap between those eligible for PP and others narrows in all year groups and that children make accelerated progress. Children access appropriate services to support their needs.	£181,000
B	The gap between those eligible for PP and others narrows in all year groups and that children make accelerated progress.	£12,500
C	The children have a greater level of emotional resilience and are better equipped to deal with a variety of situations. Children are in a better emotional state in which to learn and access the classroom more fully.	£13,000
D	Children have access to a range of experiences designed to develop the whole child. Children are able to draw upon these experiences in their reading, writing and maths.	£10,500
E	Pupils eligible for PP access the same life chances as their academic peers. This will raise their self-esteem, confidence and academic progress. From the first hand experiences PP children can apply their understanding and skills across the curriculum.	£35,000
F	More pupils to attend school and access learning.	£9,000
Total		£261,000.00

Governor Monitoring Summary: