

Greenfields Junior school is committed to narrowing the gap in attainment and progress for all children, but with particular attention to children identified as Pupil Premium (PP). The Pupil Premium is allocated to children from low income families who have claimed free school meals at any point in the last six years and children in care or who left care through adoption or another formal route. Currently for each Free School Meals (FSM) pupil, a school receives £1320 as from 1st April 2016 and £1900 for each Looked after Child.

Schools decide how the Pupil Premium is spent, since it is recognised that they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the whole school

Reporting Pupil Premium

Greenfields Junior School will annually publish this report which will detail the attainment and progress of all pupils who are covered by the premium and the interventions which have been supported by additional funding. The report will detail the progress made towards narrowing the gap. Once a term reports will be presented on the progress of pupils supported by pupil premium to the Curriculum Committee.

Reporting to Parents

Parents will be able to access this information on the pupil premium via the school website and this will be updated annually.

Responsibility for Reporting

The responsibility for this report is allocated to the Inclusion Leader. Phase leaders and intervention teachers will be asked to report on the intervention for which they are responsible for and the impact that intervention has had.

Pupil Premium Strategy:

- To narrow the disadvantaged gap by addressing inequalities and raising the attainment of those low income families
- To improve full access to the curriculum and, where necessary, make accelerated progress in order to reach and in some cases exceed national expectations
- To ensure that disadvantaged pupils have increased access and participation in extra-curricular activities

1. Summary Information					
School	Greenfields Junior School				
Academic Year	2016 - 17	Total PP budget	£42,840	Date of most recent PP	Oct 16
Total number of pupils	257	Number of pupils eligible for PP	42	Date for next PP Strategy Review	Jan 17

	Pupils eligible for PP (school 8 pupils)	Pupils eligible for PP (national)
Number of children achieving ARE or above in reading, writing & maths	13% (1)	38%
Number of children achieving ARE in reading	38% (3)	52.5%
Number of children achieving ARE in writing	25% (2)	63%
Number of children achieving ARE in maths	50% (4)	57%
Number of children achieving ARE in SPaG	63% (5)	60%

2. Barriers to future attainment for pupils eligible for PP	
In-school barriers <i>(issues to be addressed in school)</i>	
	GRT – improved progress from EY and KS1
	FSM – improved progress and attainment
	HA – challenge pupils to take ownership of their own learning
	Reading comprehension and higher order reading skills

External barriers *(issues which also require action outside school)*

	GRT – attendance and punctuality; family engagement
	FSM – improve family engagement

	Item/project	Cost per year	How outcomes will be measured	Success criteria
	Improving PP Achievement			
A.	For all staff to be able to identify PP children, be clear of needs and barriers to learning and work with support, SLT and family to overcome them	Covered within assessment budget	Registers reflect better identification; staff plan support and interventions for PP children focusing on specific needs; meetings are arranged as necessary discussion with HT and Inco in Pupil Progress Meetings	Interventions and support meet specific needs for children; school communication is improved with meetings
B.	For PP/HA children to make improved progress to widen the gap for the better. Introduction of cultural passport to challenge and inspire, enabling children to access wider range of experiences to fed into class work	£2000	Progress and attainment measured in data drops	Progress improved from 3 milestones over the year to include clear 'working at greater depth' in their books – evidence from cold/hot tasks.
C.	For PP/SEN children to narrow the gap to meet National attainment for reading and maths Training and delivery of 1 st Class Number intervention	£1300 £250 for Numicon	Progress and attainment measured in data drops and intervention start/end assessment including Reading age	Progress improved pupils to make at least 1 milestone progress from starting points per term and at least 4 over the year. Gap narrowed – particularly in Year 4

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	Item/project	Cost per year	How outcomes will be measured	Success criteria
D.	Introduction of suitable intervention program to support and improve early reading progress – Read, Write Inc. Phonics programme	£1500	Assessment of the progress within the intervention criteria and shared with class teacher/Inco/assessment leader	Children improve reading book band by at least 1 book band level per term
E.	Children engaged in active learning LSA deployment to support class learning and drama	Within staffing budget	Book scrutiny by SLT focusing on open ended questions within lessons	Children’s work in books demonstrates their engagement in active learning – improved quantity and quality
F.	Provide closing the gap teacher to support Year 6 for 2 terms.	£3000	SLT to lead sessions to support and extend children working at greater depth/PP across spring term (extend during 17-18)	Children make at least expected progress of 1 milestone per term
G.	Identify children requiring speech and language support through Language Link all new arrivals if ‘below’ in reading or have not achieved Year 2 Phonics Private speech and language therapist bought in to assess and deliver programs SALT to train LSA to deliver programs and Language Link sessions	£180 per pupil assessment £70 per hour therapy time (£1400) £1500 Total: £2900	Language Link results will show level on entry and possible need for interventions Progress shown through Language link	Improved progress shown in Language Link assessments Inco /class teachers to measure progress from starting points against PLP targets
H.	All lower school LSAs and teachers to be trained in Letters and Sounds and phonics	None as delivered by HT	Improved phonics knowledge for children in lower school to be monitored	Quality of teaching improves and reflected in progress of children

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	Item/project	Cost per year	How outcomes will be measured	Success criteria
I.	Improve attendance for all PP children through weekly class reward for 100% attendance	None	Attendance records from registration	90%+ attendance for all PP children
J.	Improve punctuality for all PP children through the introduction of White Rabbit award.	None	Punctuality records from registration	Lateness has reduced by 10%
K.	Use of Clicker to improve literacy skills	£620	Measured by class teachers/LSAs – improvement in children’s literacy skills	Improvement of literacy skills, especially in checking for sense and punctuation
L.	Training for Inco to support children’s progress – Include Me course and Dyslexia Teacher Training course	£400 £2,500	Completion of courses to be measured.	PP children to be assessed for dyslexia as necessary.
Improve independence and develop social/emotional awareness to impact on academic achievement				
A.	Happier children who are more capable of self-regulating their behaviour and persevering – strategies taught in ELSA sessions. ELSA employed and trained. Delivering support across the school daily	£4000	Strategies used and applied by children to self-regulate and persevere; 2 trained ELSAs increases amount of support	Reduced number of children receiving long term ELSA support due to teaching of self-regulation strategies – Boxall Profile or Emotional Literacy questionnaire.
B.	New nurture room to be furnished to welcome children and be a safe place for children Employ qualified staff (in psychology/SEN) to develop and run lunchtime nurture group	£300 £3500	Room ready for daily use and reflects the needs of the school – mural painted, suitable furniture purchased	Daily use by dedicated ELSA, space used for sensory break by key children

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	Item/project	Cost per year	How outcomes will be measured	Success criteria
C.	FRIENDS programme to run in all Year 3 classes in Autumn Term, and will be offered to identified children across the school	(covered within ELSA support)	Register of children on FRIENDS programme (other than Year 3) to be monitored (recommended by teachers)	FRIENDS programme will have been completed by all children who would benefit from it (recommended by teachers)
D.	Develop links with The Hive (PBS) as link school to adapt and embed six strand approach	None – covered within Inco release time	Raised meta-cognition and learning behaviours evident in classwork/ELSA Reduced fixed term exclusions	Six strand approach used across the school to improve learning behaviour No fixed term exclusions
E.	Provide safe space for children during lunchtimes including art/nurture group/home learning club	3 x lunch clubs £1,330 to employ staff	Reduction in behaviour incidents recorded in lunchtime log At least 2 lunchtime groups running by Feb 17- craft, chess etc.	Reduction in behaviour incidents. Accurate recording of any incidents that do occur. Registers of lunchtime clubs completed.
F.	Develop positive play for key children – develop play leader program through staff CPD and pupil training	£200 per term (sport) to replenish resources Training time and cost	Reduction in behaviour incidents recorded in lunchtime. Children engaged in play.	PE leader to organise programme by Feb 17
G.	Purchase child –specific resources to access the curriculum, lunches etc. (cutlery, fiddle toys, sensory blanket, wobble cushions)	£150	Children requiring equipment have ready access to it.	Purchased and used

	Item/project	Cost per year	How outcomes will be measured	Success criteria
H.	Educational Psychologist time and support (SLA)	£1500	Educational Psychologist support for PP children as necessary – assessments, reports etc.	Lower anxiety and more positivity amongst PP children
Improve communication with parents to enable children to access to clubs and thus pupil/family engagement in school and attendance				
A.	Greater family engagement through face to face involvement – GRT and SEN coffee mornings	£2100 to release Inco to meet families	Attendance at events, consultations etc. parents support key messages from school	Attendance improved to 50 % of our total PP numbers
B.	Increase access to a variety of learning approaches, including outdoor learning Offer greater variety of clubs during lunch and after school including chess, art and trailblazers	None – teaching staff to lead clubs	Registration in clubs (Trailblazers) shows access to a range of approaches	PP children take part in a range of learning approaches, including Trailblazers Club
C.	Uniform voucher to be offered to PP families to help them show 'PRIDE'	£25 per family £1075 this year	Uptake of, and use of, uniform vouchers	PP children attend school in correct uniform

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	Item/project	Cost per year	How outcomes will be measured	Success criteria
D.	EMTAS support for each GRT child; staff training in dealing with GRT specific concerns	£1300 per term £3900 pa	EMTAS support to improve understanding of GRT concerns, behaviour incidents improved, pupil progress improved, pupil conference with GRT pupils to evaluate attitude to school and learning	All GRT children to have received relevant support; staff training improve knowledge Behaviour incidents reduced Positive attitude to school involvement in trips/clubs
E.	Events targeted at key groups to raise profile and help families feel valued = purchase of books with GRT themes, stepping event (folk dance)	£300 £100 books £100 resource packs	EMTAS support to improve understanding of GRT concerns and to resolve stereotypical issues. Resources prepared for children for when they if they go travelling	All GRT children to have received relevant support; staff training improve knowledge
F.	Increase number of PP children taking up music lessons – remove all financial barriers for children to learn an instrument. Increase interest and take up lessons following Listen2me project	£1000 £250	PP children all have the opportunity to learn musical instruments alongside their peers. They also have the opportunity to have peripatetic lessons if they wish	Increased uptake of music lessons by PP children
G.	Subsidised trips for Pupil Premium children	£600	PP children to be supported in attending residential, and other trips, with their peers.	Increased uptake of places on trips and residential by PP children

3. Planned expenditure	
Improving PP achievement	£14,470
Improve independence and develop social/emotional awareness to impact on academic achievement	£10,980
Improve communication with parents to enable children to access to clubs and thus pupil/family engagement in school and attendance	£10,050

Total PP funding	£42,840
Predicted total spend for 2016-17	£35,500
Remaining PP funding	£7,340