

TOGETHER, WE NURTURE THE FUTURE

1. Summary information					
School	Greenmount Primary School				
Academic Year	2018-2019	Total PP budget	£173,419	Date of most recent PP Review	Autumn 2018
Total number of pupils	415	Number of pupils eligible for PP	115 Boys: 54 Girls:61	Date for next internal review of this strategy	Summer 2019

2. Current attainment (Summer 2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% making progress in reading	-0.52	0.31
% making progress in writing	0.67	0.24
% making progress in maths	-1.46	0.31

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.	The gaps for individual pupils aren't identified early enough in the academic year
B.	Not enough opportunities for children who are PP to work at Greater Depth
C.	Opportunities to complete homework are not available to PP children
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance is particularly low for this group
E.	Pupils in this group do not have the opportunities to experience cultural activities outside of school and need to be given every opportunity to access visits/trips to broaden their cultural experiences.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Pupil profiles identifying and monitoring in: progress, enrichment and Personal profiles in all classes for every PP child and vulnerable groups

	<p>emotional wellbeing. A sharp focus for all pupils to achieve during progress reviews Staff ratio to allow these children to be well supported in terms of additional provision across a broad and balanced curriculum. To ensure that staff/parents are aware of funding for visits/trips and cultural opportunities.</p>	<p>Gaps are identified quickly for all children and groups are then addressed through effective teacher planning Children are identified and planned for during pupil progress meetings using Venn Diagrams to analyse and plan effectively Positive staff/pupil relationships/mind-set All children to access all trips, visits and residential activities</p> <p>Because of the above, PP children make rapid progress in all key areas</p>
B.	<p>To ensure that assessment and planning is effective and that gaps are identified early To provide daily opportunities for children to work at GD in English writing reading and maths and across the broad curriculum.</p> <p>To ensure that staff and appropriate resources are available in order to facilitate this.</p>	<p>Teachers and support staff to have a deep and clear understanding of ARE statements and in particular of what is required in order to achieve Greater Depth in reading, writing and maths. Pupils are quickly identified and challenged appropriately and consistently across all discipline areas Teachers and support staff are fully aware of PP children in the classes they work with and across the school This identified group are monitored and assessed as working at GD To raise awareness of the importance of reading with all families and children through information evenings, parent meetings with teachers, newsletter articles, book clubs To ensure that HIAS support is taken on board by all staff across the school for English and maths. Support from HIAS to include GD writing support – task design and learning journeys to support rapid progress and attainment. To ensure English and maths lead work towards a developing whole school overview – to inspire, promote progress and high attainment with particular focus on GD task design opportunities (daily) and that this is monitored through observations and effective planning scrutiny To ensure pupil conferencing is taking place with focused 1:1 support – coaching from HIAS TEAM on pupil conferencing (maths – Feb 2019) For Hias English lead/internal English Leads to work with staff on task design and learning journeys and what this looks like in order to provide rich and rapid progress in reading and writing (and GD) English Lead to coach support staff in recognising what is expected in writing for every year group through writing moderation – Sep-March 2019 ongoing</p>
C.	<p>Continue to review the homework policy in order to make the schools expectations of parents manageable.</p> <p>To provide opportunities for children to complete tasks within the school day (SODA & appropriate intervention groups for challenge, catch up and homework club for KS 2)</p> <p>To ensure that pupil premium children who are not heard read at home, are identified and listened to during the school day</p>	<p>Homework policy is reviewed and widely understood by children, staff and parents. This policy is supported by the parents of all children. Provision is made for targeted children to complete homework within the school day and supported by staff. Children who are not reading at home are identified quickly and supported at school End of year outcomes show accelerated progress for this group of children</p>
D.	<p>To have a sharper focus on tracking attendance</p> <p>To work closely with EWS to ensure that attendance is consistently monitored and discussed with staff.</p> <p>To make sure that open communications takes place between parents and teachers on a regular basis.</p>	<p>Attendance is regularly and widely discussed with teaching teams and through SLT; all concerns are passed on to the attendance manager on a daily basis if required. The FLO attends KS meetings each term and is able to advise staff and liaise with families where attendance is an issue. The FLO is visible (on occasions) on the school grounds in the mornings and end of day. Positive staff/pupil relationships are in place and the ELSA team are focused on improving emotional well-being of targeted and vulnerable children. A sound system in place for securing ELSA support</p>

	To make the school a happy environment with sound relationships to support children in their learning and growing.	and overseen by SENCo. Supervision in place for members of staff involved in sensitive interventions/family circumstances. The school is warm and welcoming, supporting learning in all areas. The SAO makes phone calls to families on the first day of absence and conducts any follow-up calls, keeping SLT and relevant staff informed. Attendance improves for this group leading to accelerated progress
E.	To ensure funding is in place to support attendance on trips, visits and residential and that parents know and are aware of this in good time To ensure that parents of children in vulnerable groups are aware of clubs taking place after school and that their children can access these clubs with minimum cost. Using depth and prior knowledge about the children, staff plan effectively, a culturally rich curriculum ensuring that all children have what they need to enable access and make rapid progress. Through their initial assessments at the beginning of domains and topics, all staff must be clear and aware of prior knowledge for all children and ensure that this knowledge is delivered and shared effectively.	All children attend all trips and PP children are well prepared and de-briefed; social stories provided by SENCo and ELSA support if /when required. All children and parents are fully aware of the after-school club timetable and that this is reviewed termly to see how many PP children are accessing the clubs/or not. (Governors to be involved in analysing and monitoring) The curriculum offered to all children is culturally rich and supports pupils from all starting points to gain the knowledge required to fully access and achieve.

5. Planned expenditure					
Academic year	2018-2019				
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?	Staff lead	When will you review implementation?
All children achieve ARE or beyond					

<p>High quality teaching and learning, assessing and monitoring.</p>	<p>To continue to support TA training; to enable support staff to be confident in their measurement of impact and delivery of 'flexible' teaching with a focus on assessment, analysis and writing moderation/ expectations across all year groups.</p> <p>To ensure that day-to-day teaching includes a range of effective and live marking opportunities with next steps and feedback and that this meets the needs of every learner.</p> <p>Pupil conferencing to be embedded in the daily timetable of learners, using TA support staff to deliver feedback whilst taking guidance from the class teacher.</p>	<p>We want to offer the highest first quality teaching to all pupils, to ensure they reach their full potential.</p> <p>Reflective monitoring and evaluation of what training is required for all staff, with a timetable of support and coaching in place which responds to training needs as identified by SLT and staff.</p> <p>All teachers are asked what went well and even better, if in relation to their PM. NQTs identify strengths and training needs with a plan built around this alongside SLT monitoring and book scrutiny. We want to empower support staff by providing them with a growing understanding of expectations across year groups; to feel confident to question and analyse, starting with a focus on writing; to be able to identify gaps in learning in a particular area (GPS) –supporting class teachers in their delivery of a challenging and enhanced curriculum. It has been identified and acknowledged that when staff are clear and confident with their initial assessments at the beginnings of topics, having prior knowledge and understanding of the emotional wellbeing of every child, teachers are able to deliver an enriched curriculum; one that challenges and excites and one that offers a personalised learning journey for every child – an experience of deeper learning and questioning, resulting in an enhanced and highly effective recipe for a mastery curriculum.</p>	<p>Increased proportion of staff achieving good or outstanding lesson observations. Monitoring CPD courses on 'pedagogy' and 'flexible' teaching CPD tailored to meet the needs of staff as identified by SLT during observations and monitoring.</p> <p>To evaluate the approaches used and their effectiveness and impact on learners. To decide what else needs to be done, or what needs to be done differently but within a known time-frame</p> <p>We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by: Setting high expectations Addressing any within school variance Ensuring consistent implementation of the non-negotiables, e.g. marking and learning objectives/success criteria Share good practice within the school and draw on external expertise Provide high quality CPD Improve assessment through in-school and external moderation</p>	<p>SLT Subject Leads Key Stage Leads Governors</p>	<p>End of Spring Term 2019</p>
<p>Improved fluency, understanding and depth of knowledge in Greater Depth in both English and Maths.</p>	<p>English & Maths Leads, experienced staff to coach & support staff in writing/maths moderation and use their growing expertise within the classroom, during day-to-day flexible teaching.</p>	<p>It has been evident in end of year results that GD in both English and Maths requires improvement. With additional coaching and interventions based on formative assessment made during the teaching process, teachers, support staff and children will be confident in recognising GD and teachers will be clear in their subject knowledge of what is required in terms of pace and expectations in English, maths and science.</p>	<p>We will provide a culture where: - staff believe in ALL children - there are "no excuses" made for underperformance - staff adopt a "solution-focused" approach to overcoming barriers - staff support children to develop "growth" mindset towards all aspects of learning</p>	<p>SLT Subject Leads Key Stage Leads Governors SENCo FLO SAO</p>	<p>Ongoing through: key stage meetings; SLT; progress reviews; FLO/SENCo surgery meetings</p>
<p>All teachers to plan a bespoke curriculum for all individuals and groups so that they can access a broad and balanced curriculum</p>	<p>To ensure funding is in place to support attendance on trips and visits and that parents know and are aware of this in good time.</p> <p>CPD for all staff in science, music, art and all subjects, led by Hampshire specialists with a specific learning journey focus in English and maths (2019)</p>	<p>Using depth of knowledge about our children at Greenmount, we want staff to plan a culturally rich curriculum, ensuring that disadvantaged children have what they need to enable access to a broad and balanced curriculum.</p>			

Total budgeted cost **56,990**

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?	Staff lead	When will you review implementation?
<p>To investigate and improve attendance for our vulnerable groups of children across the school. Looking at pre-school attendance for prior knowledge of learning/gaps.</p> <p>All vulnerable groups to be known across the school and will be identified early.</p> <p>ALL teaching staff and support staff including our Family Worker, are involved in analysis of data and identification of pupils</p>	<p>Talk to teachers and KS Leaders; look for patterns and reasons; overall analysis and highlight 'gaps'; develop communication with families between teachers; access to FLO and outside agencies to continue to develop For TAs to be allocated PP children in every class</p> <p>To develop whole school use of personal pupil profiles which identify and monitor: progress, enrichment and emotional wellbeing.</p> <p>ALL staff are aware of who pupil premium and vulnerable children are ALL pupil premium children benefit from the funding, not just those who are underperforming Underachievement at all levels is targeted (not just lower attaining pupils) ALL disadvantaged pupils take part in pupil conferencing to help identifying personal barriers to learning Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."</p>	<p>If children are not attending school, they can't make progress. We need to ensure that all children in this group are allocated the 'right' people to ensure we get it right for their learning. Through successful and daily communication between staff and positive, healthy relationships between children and staff, staff and children, we can guarantee that children will reach their full potential.</p> <p>If all staff are involved in the analysis of data and attend regular pupil progress & weekly key stage meetings, they will be fully aware of strengths and weaknesses across the classes, year groups and school. This will support us in determining the strategies that will be most effective for high impact learning for all groups of children.</p>	<p>To recognise the barriers quickly when children are in our care.</p> <p>Through SMART monitoring and assessment, completion of personal profiles and pupil progress meetings (half termly/ongoing/weekly progress meetings)</p> <p>All children can be pushed beyond. We need to ensure that the emotional well-being of every child is known by all teachers and adults working with the child/children.</p> <p>Teachers and middle leaders need to carefully plan all tasks and that they are delivered with quality and informed by evidence.</p> <p>Objectives for these vulnerable children need to be clear, ambitious and tight – and sustained.</p>	<p>SLT ELSA Team Subject Leaders, Governors Lunchtime supervisors All staff</p>	<p>Half termly 2018-2019 Pupil profiles – ongoing assessment by class teachers and year group teams</p>

Total budgeted cost £44,965

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?	Staff lead	When will you review implementation?
<p>Pupils to have an experience of learning within an enriched and exciting curriculum – one that is broad and balanced – An inclusive curriculum. We want every child to experience a new word, new concept and to build upon a wider knowledge with the ability to think deeply. We want language to be at the heart of our curriculum.</p>	<p>Arts Week Visits relating to a creative curriculum Visitors to school Cultural calendar Extra-curricular activities offered to all across a broad and balanced curriculum. Opportunities to take part in stage productions and performances, carnivals and community events: Isle Dance, Mardi Gras, Pride</p>	<p>The pupil premium data identifies how for some pupils, the use of pp funding has a positive impact on the learning journey of those who are making expected progress. Opportunities provided to these children enable them to experience and develop both culturally and academically; encouraging aspiration and ambition for all.</p>	<p>Provide a clearly defined range of activities that are available to all pupils regardless of funding.</p> <p>In-depth discussions with ADMIN manager, Head Teacher, DHT, SLT & class teachers to ensure offers are made personally, taken up, cost reductions applied and relevant beneficial resources purchased.</p> <p>Discussions with parents to obtain feedback on success/value and monitoring of participation. Pupil feedback is also obtained.</p>	<p>HT DHT SLT SENCo Governor - AL SAO SBM FLO</p>	<p>Ongoing review Termly reviews re: spending/funding for clubs and activities and trips</p>
<p>Improved outcomes for disadvantaged children across the school</p> <p>Improved outcomes for those pupil premium children capable of achieving greater depth</p> <p>Additional support we provide will be effective.</p>	<p>Continuation of revised pupil progress meetings; SENCo surgeries to include pp children Personal profiles in every class to continue with all staff involved in completion of ongoing profiles and weekly progress meetings (Friday)</p> <p>Robust and effective tracking system in place using assessment manager with class teachers being held to account; Focus on those capable of achieving GDS in reading, writing and maths; Focused groups taught by SLT and HLTA expertise staff to teach small groups in Year 6 Regular meetings between the FLO, SENCo, ELSA</p>	<p>In KS 1, attainment of disadvantaged pupils was below that of other pupils at the school and significantly below pupils nationally in reading, writing and maths.</p> <p>In KS 2, disadvantaged pupils was below that of other pupils nationally in reading, and in maths, attainment was considerably below national</p> <p>Through careful and considerate matching of the skills of support staff to the interventions they provide, this will further enhance the teaching and outcomes of all children</p> <p>Working with other agencies to bring in additional expertise to daily learning will support class teachers and support staff in their delivery of a personalised learning journey for all</p> <p>By providing extensive support for parents through parents evenings, information and informal training evenings focusing on end of year and key stage expectations for maths,</p>	<p>Regular snapshots of teacher assessments, planning, profiles and termly phase data.</p> <p>Thorough and in-depth pupil progress meetings using Venn Diagrams to analyse and obtain secure knowledge of barriers to learning, appropriate challenge setting and effective planning for every child. SENCo surgeries</p> <p>Teachers to provide personalised learning journey's for all children, with a clear knowledge and understanding of how they will make a difference by offering a broad and balanced curriculum for all – operating on a 'must have the right profile for all...'</p>	<p>Head Teacher, Deputy Head Teacher, SENCo, SLT, class teachers, support staff, Governors, Office and Admin team. FLO SAO</p>	<p>Ongoing review/Termly reviews & pupil progress meetings SENCo surgeries Key Stage meetings Weekly progress meetings in year groups/classes</p>

	<p>team and KS Leads/SLT High expectations for all children and from all staff.</p>	<p>GPS and reading, raises awareness of challenges ahead</p> <p>Tailoring interventions to the needs of the child (e.g. additional maths/reading comprehension sessions for targeted children will support the raising of outcomes for all</p> <p>Recognising and building on children's strengths to further boost confidence Providing Emotional Literacy Support – all of these interventions will enhance, enrich and support the wellbeing, emotional and learning development of all children</p> <p>Looking at the individual needs of each child and identifying their barriers to learning will ensure we provide additional support staff where needed and class teachers will communicate regularly in order to deploy staff effectively.</p>	<p>Governors to be clear in expectations of all children and how this is funded Governors and all staff to be clear about: intent, implementation and impact of the curriculum for all</p> <p>Regular SIMS updates and regular conversations with admin manager/staff/ class teachers</p> <p>Continual raising of awareness of PP children and knowledge of what we are doing to provide an enhanced provision for this group of children.</p> <p>The re-structuring of SLT to continue and to include: admin, support staff representative, Key Stage Leads, HT, DHT, SENCO, Governor (start date: Sep 2017) To include</p>		
Total budgeted cost					£71,464

Previous Academic Year 2017-2018			
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)
The gaps for individual pupils aren't identified early enough in the academic year	Pupil profiles progress, enrichment and emotional wellbeing. All pupils to achieve Effective deployment of staff Raise awareness of funding for visits/trips and cultural opportunities	By the end of the last academic year, all staff had invested time in completing pupil profiles. The idea was well received and most staff were proactive in completing profiles when given time to do so during staff meetings. After reviewing end of year, SLT made the decision for staff to complete profiles for disadvantaged and vulnerable children only within their class rather than completing for every child. With the introduction of the profiles, progress accelerated in classes where a wider knowledge of wellbeing, enrichment and progress was 'live' and discussed regularly and awareness was raised.	<ul style="list-style-type: none"> It was necessary to remind staff to complete profiles as part of their ongoing assessment and when required. By giving staff time to complete during staff meetings, good practice was shared and will continue this year. Support staff still need to be involved in completion of profiles and weekly (Friday) meetings will be introduced from Sep 2018. We will continue with this system but will focus on disadvantaged and vulnerable children only for the profiles. The HT and DHT will monitor profiles and guide staff with the completion and analysis. These will also be used during transition meetings.
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)
Not enough opportunities for children to work at GD in writing, reading and maths	To ensure assessment and planning is effective Gaps are identified early Provide daily opportunities for children to work at GD in Eng., maths and across the broad curriculum.	Planning from staff was handed in weekly and was monitored by HT & DHT. Individual guidance for staff given when required with attention given to a balanced curriculum. GD task designs were not necessarily named on timetables and this highlighted the need to further develop knowledge and understanding of what GD looks like in Eng. and maths. Marking was identified as an area to improve across year groups with good practice shared during meetings and moderation. Where marking was up to date, children made good progress. Observations focused on opportunities for GD for all children and highlighted that support staff need to be more familiar with end of year expectations and daily lesson outcomes/personalised learning journeys.	<ul style="list-style-type: none"> Setting GD task designs for reading, writing and maths needs to be a whole school focus Moderation in writing to continue half termly – robust and shared with support staff Having support staff available is beneficial as long as teachers planning is clear and robust and outcomes shared Support staff need to know their role and have high expectations of all pupils and of their teachers Support staff need to know who the pupil premium children are and what it is they are lacking. For example - Cultural capital and relationships. Weekly team meetings to discuss progress of GD children as well as all other groups Planning of GD task activities needs developing in writing, reading and maths
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)

<p>Opportunities to complete homework are not available to all PP children</p>	<p>To provide opportunities for children to complete tasks within the school day (SODA & appropriate intervention groups for challenge, catch up and homework club for KS 2)</p>	<p>Two named teachers led a weekly homework club for KS2 children. Parents were given information regarding the homework club through newsletter notifications. HT and DHT communicated with parents concerned about homework and shared concerns with class teachers and ELSA team.</p> <p>Children attended homework club and felt supported by staff – often visiting weekly/ Homework outcomes for the majority of targeted children improved</p> <p>The Family Liaison Officer was made aware of children who regularly attend homework club and supported parents in understanding the importance of this club. Communication surrounding homework club was key for certain families and had a positive impact on home life for key children and families.</p>	<ul style="list-style-type: none"> • We need to continue to offer homework club to KS 2 children • All teachers need to share names of children who do not complete weekly homework • Parents need to be reminded and informed if children are repeatedly not completing reading homework • Raise awareness of the importance of reading across the school • Teachers need to ensure that homework is personalised and adapted to suit the needs of all children and that children feel they are achieving and making progress • FLO to be well supported <p>We need to continue with this approach across the school</p>
<p>Attendance is particularly low for this group</p>	<p>Sharper focus on tracking attendance</p> <p>To work closely with EWS to ensure that attendance is consistently monitored and discussed with staff.</p> <p>Ensure that communications takes place between parents and teachers on a regular basis.</p> <p>To make the school a happy environment with sound relationships to support children in their learning and growing.</p>	<p>Teachers looked at patterns arising with absence and communicated with the SAO. The SAO notified SLT and class teacher with information provided about absence. This information was also shared during Key Stage meetings</p> <p>Attendance is regularly and widely discussed with teaching teams and SLT; all concerns are shared with the attendance manager on a daily basis if required.</p> <p>The FLO attends KS meetings regularly and is able to advise and liaise with teachers, SENCo/ELSA team and families where attendance is an issue. The FLO is visible (on occasions) around the school grounds in the mornings and end of day.</p> <p>Positive staff/pupil relationships are in place and the ELSA team are focused on improving emotional well-being of targeted and vulnerable children. A sound system in place for securing ELSA supports and overseen by SENCo – teachers are familiar with the system and clear about expectations.</p> <p>Supervision in place for members of staff involved in sensitive interventions/family circumstances.</p> <p>The school is warm and welcoming, supporting learning in all areas. The SAO makes phone calls to families on the first day of absence and conducts any follow-up calls, keeping SLT and relevant staff informed.</p> <p>Attendance improves for this group leading to accelerated progress</p>	<ul style="list-style-type: none"> • The SAO needed to be made aware of vulnerable families and this system is now more robust and must continue • Communication is key for all staff and this must continue - teachers need to always be proactive if children are absent and ensure patterns or uncertainties are followed up and communicated • FLO support is crucial and supervision is required in order for this role to be supportive for all. The HT and DHT meet with FLO regularly sharing advice and offering supervision • Stronger links need to be maintained between FLO, SENCo & ELSA and this needs to be continued next year – regular meetings and updates to take place • Transition across the school and in particular Year 6 must be more robust with key staff involved • FLO to continue to be visible within and around the school and part of transition team <p>We need to continue with this approach across the school</p>

<p>Pupils in this group do not have the opportunities to experience cultural activities outside of school and need to be given every opportunity to access visits/trips to broaden their cultural experiences.</p>	<p>Ensure funding is in place to support attendance on trips, visits and residential.</p> <p>Ensure parents know and are aware of trips etc. in good time To ensure that parents of children in vulnerable groups are aware of clubs taking place after school and that their children can access these clubs with minimum cost.</p> <p>Using depth and prior knowledge about the children, staff plan effectively, a culturally rich curriculum ensuring that all children have what they need to enable access and make rapid progress.</p>	<p>As a school, we are proud that we can offer a range of extra-curricular clubs. Clubs are led by teaching and support staff as well as specialist sporting coaches.</p> <p>Clubs range from: art, music (ukulele and drumming), dance, sports, Lego, homework, yoga, book club and are offered to all children in KS 2 and some clubs for KS1. Children are identified for Gifted and Talented sporting opportunities through some of our clubs. This has enabled some of our vulnerable children to attend sessions and have opportunities to represent the school and the Isle of Wight for specific sporting activities.</p> <p>Clubs are funded with parents paying £1 per weekly club and are fully inclusive.</p> <p>A link governor monitors who attends the clubs and identifies children who do not access and who are pp children. This information is shared with SLT.</p> <p>Pupil profiles support the collation of information about clubs attended by our vulnerable children. This is recorded in 'enrichment' for our children and supports us when planning an effective and personalised curriculum. The FLO and SENCo are made aware of pupil profiles and invited to meetings.</p> <p>Parents are given information in advance of all trips through newsletters, emails and text messages. Vulnerable families are spoken to by either class teachers, SLT or school office members, FLO and SENCo – whoever might be the key person for a specific family. Support is in place to enable all children to access trips.</p> <p>The admin team fully support staff when arranging trips and staff are grateful for their ongoing support.</p> <p>Almost all KS 2 children experienced the live performance of 'The Midnight Gang' at Chichester Festival Theatre in October. The trip was used to engage children with their extended writing across KS 2.</p>	<ul style="list-style-type: none"> • A more robust monitoring system is required to monitor who attends clubs and to ensure this is shared with class teachers and FLO when supporting our more vulnerable children and families. • We need to continue to ensure all parents/carers are familiar with clubs on offer and how to access. • To continue to develop the communication with families –this will be through the new website and parent app (Spring 2019). • For all teachers to offer clubs to children with an awareness of who our vulnerable children and families are. • Link governor to be familiar with clubs and who attends/who delivers • After monitoring of the pupil profiles, it was necessary in some classes to further guide staff on how to complete the forms – to use as an ongoing monitoring opportunity for teams working with our vulnerable children and to refer to these weekly (when required) • To ensure the FLO attends key stage meetings and meetings with ELSA and SENCo • Elsa team to attend key stage meetings as well as SENCo and FLO. • Office and Admin team to be fully aware of all trips in advance so they can support staff with the organisation of trips/forms and EV3 forms and collection of money <p>We need to continue with this approach across the school</p>
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TOGETHER, WE NURTURE THE FUTURE

Use of the grant

- This year our aim is to further increase the percentage of good to outstanding teaching across the school whilst continuing to further develop highly skilled leadership at all levels.
- The initiatives implemented within the last academic year to address quality of teaching have shown impact and will continue to be developed to ensure consistency and improve outcomes further across the school.
- The reviewed roles and responsibilities of the leadership team will continue to focus on embedding high quality teaching across key stages using the flexible pedagogy and positive mind-set to enhance and drive the creative curriculum forward in terms of progression.
- We want to continue to raise standards of Reading, Writing and Mathematics across school. We aim to cater for the whole child whilst continuing to increase our attainment and progress measures.
- We are determined to ensure that the percentage of children working at and above age related expectations continues to rapidly increase. We will continue to focus on developing our Assessment for Learning practices so we can intervene and support at the point of learning.
- To engage with parents by having information evenings for EYFS, KS1 & KS2. These will inform parents about:
 1. What the learning journey of a child looks like in every year group.
 2. What the expectations and AREs are in every year group
 3. Discussions about how to best support children at home with reading, times tables and homework
 4. What a piece of ARE and Greater Depth writing looks like at the end of every year.
 5. How to support children using formal methods in maths

Challenges our pupils face:

- Significant gaps in learning due to the legacy of underachievement.
- Speech and Language development and delay on entry
- Weak language and communication skills
- Lack of confidence
- More frequent behaviour difficulties

- Physical/ Emotional wellbeing
- Attendance/punctuality
- Low aspirations
- Poverty
- Limited opportunities to access life enriching experiences

At Greenmount, we are determined to create a positive culture in which everyone can reach their full potential. This is achieved through:

- Leadership intervention from SLT, designated Key Stage Leads and Subject Leads to continue to improve quality of teaching, ensure greater consistency in practice and increase the percentage of good to outstanding teaching across the school.
- Earlier intervention in place in years EYFS, Yr. 1 & Yr. 2
- Family Liaison Officer in regular communication with SLT, SENCo and teaching staff (attends Key Stage, ELSA and transition meetings across the school).
- ELSA support provided across the school with referrals made by teaching staff.

Impact measured by the ELSA team and monitored by the SENCo.

- Developing the use of targeted activity sessions at break and lunch times in which children can access a quiet and calm environment (to eat and develop social skills whilst eating).
- Higher needs provision continued to close the gap, including additional support in the current Y6 cohort for two days (HLTA – 1:1 & small group support)
- Deputy Head supporting Year 6 classes: small group work with specific focus on reading comprehension and maths problem solving and arithmetic.
- Writing focus: extended writing through the use of rich texts and rich experiences (theatre trips) and providing opportunities to engage children whilst at the same time successfully writing for pleasure.
- Embedding the teaching of spelling through daily targeted teaching and use of No Nonsense Spelling resources to increase writing outcomes
- Embedding of philosophy for children to develop skills as independent thinkers and learners (Big Think and all lessons)
- Development of pupil conferencing to identify barriers to learning for individual pupils

Development of next step marking/live marking in order to be personalised and have immediate impact

- Focus on the teaching of reading across the school and developing a culture of reading fluently for pleasure (Book clubs for both Key Stages)
- Daily vocabulary teaching to extend children’s communication and language skills (modelled by all adults) to enable children to become effective communicators who engage with and ask questions of society and the wider world
- Focus on making a difference in Year 3 in terms of supporting the NQT with additional adults - looking carefully at the cohort and identifying specific individual needs of children with support from the SENCo
- Funding educational trips such as Chichester Festival Theatre (Beauty and the Beast 2017, The Midnight Gang 2018) and trips to support and enhance learning within our creative and broad curriculum (residential trips included).
- Additional support for EAL children with staff attending courses to increase and develop knowledge.