

TOGETHER, WE NURTURE THE FUTURE

1. Summary information					
School	Greenmount Primary School				
Academic Year	2019-2020	Total PP budget	£154,060	Date of most recent PP Review	Autumn 2019
Total number of pupils	407	Number of pupils eligible for PP	116 Boys: 64 Girls: 52	Date for next internal review of this strategy	March 2020

2. Current attainment (Summer 2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% making progress in reading	-1.77	0.02
% making progress in writing	-2.05	0.05
% making progress in maths	-4.23	0.03

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.	Social and emotional issues which require additional in-school support to champion wellbeing, confidence, high aspirations, pupil engagement and self-esteem
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.	<p>A higher proportion of Pupil Premium pupils achieve the expected or higher standard at the end of each key stage.</p> <p>Pupil profiles identifying and monitoring progress, enrichment and emotional wellbeing.</p> <p>A sharp focus for all pupils to achieve during progress reviews.</p> <p>Staff ratio to allow these children to be well supported in terms of additional provision across a broad and balanced curriculum.</p> <p>To ensure that staff/parents are aware of funding for visits/trips and cultural opportunities.</p> <p>Data is used forensically to address gaps in learning and progress.</p>	<p>Personal profiles are established in all classes for every PP child and for vulnerable groups. Gaps are identified quickly for all children and groups are then addressed through effective teacher planning.</p> <p>Children are identified and planned for during pupil progress meetings using Venn Diagrams to analyse and plan effectively for enrichment opportunities including homework.</p> <p>All children to access all trips, visits and residential activities.</p> <p>All PP children targeted for additional support specific to their needs, either in class or through interventions.</p> <p>Regular monitoring of pupils' books identifying key next steps for enrichment.</p> <p>Time allocated for teaching staff to create personal provision plans for each Pupil Premium child and review them at least termly.</p> <p>Weekly profile discussions with teaching teams about vulnerable children – providing opportunities for extra-curricular clubs and trips – links to FLO and outside agencies where needed.</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.</p> <p>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.</p> <p>Pupils are quickly identified and challenged appropriately and consistently across all discipline areas.</p> <p>Teachers and support staff are fully aware of PP children in the classes they work with and across the school.</p> <p>Identified groups are monitored and challenged appropriately to achieve GD.</p> <p>There is raised awareness of the importance of reading with all families and children through information evenings, parent meetings with teachers, newsletter articles and book clubs</p> <p>To ensure that HIAS support is taken on board by all staff across the school for English and maths.</p> <p>Support from HIAS to include GD writing support – task design and learning journeys to support rapid progress and attainment.</p> <p>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.</p> <p>To ensure pupil conferencing is taking place with focused 1:1 support – coaching from HIAS TEAM on pupil conferencing.</p> <p>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)</p> <p>English Lead and Deputy Headteacher (LA Moderator) effectively coach support staff in recognising what is expected in writing for every year group through writing moderation.</p> <p>Effective staff CPD is delivered to ensure rich-task design, which enhances the pace of pupil progress.</p>

<p>C.</p>	<p>Further develop the role of a pastoral team, the Family Liaison Officer and ELSA provision, in order to extend the breadth of resources available to support social, emotional and mental health for our families.</p> <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>The choice, immediacy and depth of support for parents and children is effective, timely and well-used. This has an impact on preventing attainment and progress gaps. SEMH support is readily available through effective deployment of ELSA team and FLO.</p> <p>Homework policy is reviewed and widely understood by children, staff and parents. This policy is supported by the parents of all children.</p> <p>Provision is made for targeted children to complete homework within the school day and supported by staff.</p> <p>Children who are not reading at home are identified quickly and supported at school.</p> <p>End of year outcomes show accelerated progress for this group of children.</p>
<p>D.</p>	<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>To make the school a happy environment with sound relationships to support children in their learning and growing.</p> <p>Attendance is at least in line with national averages for all groups of children.</p> <p>Families of children with low attendance are supported holistically and effectively, showing positive improvements.</p>	<p>Attendance is regularly and widely discussed with teaching teams and through pastoral meetings; all concerns are passed on to the attendance manager on a daily basis if required.</p> <p>The FLO attends KS meetings each term and is able to advise staff and liaise with families where attendance is an issue. The FLO/SLT are 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 and overseen by SENCo.</p> <p>Supervision in place for members of staff involved in sensitive interventions/family circumstances. The school is warm and welcoming, supporting learning in all areas.</p> <p>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> <p>An extended Pastoral Team shares information and expertise more widely.</p> <p>Additional Safeguarding and LAC training creates earlier opportunities for supportive interventions through cluster sharing of best practice.</p>
<p>E.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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).</p> <p>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.</p>

5. Planned expenditure

Academic year

2019-2020

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/s	When will you review implementation?
<p>All children achieve ARE or beyond</p> <p>High quality teaching and learning, assessing and monitoring.</p> <p>Improved fluency, understanding and depth of knowledge in Greater Depth in both English and Maths.</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>English & Maths Leads, experienced staff to coach & support staff in writing/maths moderation and use their</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.</p> <p>NQTs identify strengths and training needs with a plan built around this alongside SLT monitoring and book scrutiny.</p> <p>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.</p> <p>It has been identified and acknowledged that when staff are clear and confident with their initial assessments at the beginnings of</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>We will provide a culture where: - staff believe in ALL children</p>	<p>LT Subject Leads Key Stage Leads Governors</p>	<p>End of Spring Term 2020</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>growing expertise within the classroom, during day-to-day flexible teaching.</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>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>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>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>	<ul style="list-style-type: none"> - there are “no excuses” made for underperformance - staff adopt a “solution-focused” approach to overcoming barriers - staff support children to develop “growth” mind-set towards all aspects of learning <p>Continued monitoring of all staff by SLT, subject leads key stage leaders and governors, with communication a crucial ingredient in development and monitoring of impact and progress.</p> <p>Continued monitoring by SLT through: Golden Ticket, during which children are given the opportunity to share work from across the curriculum. They are able to share opinions and speak freely about ‘proud’ pieces of work, what helps them learn and what we need to do in order to make learning at our school even better. A review of Golden Ticket questions by SLT as well as feedback and scrutiny of feedback forms from children and parents as a result of GT.</p> <p>Scrutiny and monitoring of extra-curricular clubs with a focus on PP children.</p> <p>We need to be offering our children greater depth opportunities in every lesson. Ensure that teachers build upon resilience and positive transition, successful and healthy relationships; offering the right profile for every child in the vulnerable group. Through coaching, termly observations and progress meetings, these children will be carefully monitored with a SMART approach – focussing on: progress, enrichment and emotional well-being.</p>	<p>SLT Subject Leads Key Stage Leads Governors SENCo FLO SAO</p> <p>Governors & SLT</p> <p>SLT Governors</p>	<p>Ongoing through: key stage meetings; SLT; progress reviews; FLO/SENCo surgery meetings</p>
Total budgeted cost					50,000

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 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 better.</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 pastoral or 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</p> <p>All staff</p>	<p>Half-termly 2019-2020 Pupil profiles – ongoing assessment by class teachers and year group teams</p> <p>Quality assurance activities with Governors and SLT</p>
Total budgeted cost					£44,965

ii. 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 new concepts 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, and 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>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) - Robust and effective tracking system in place</p>	<p>In KS1, 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 KS2, disadvantaged pupil outcomes were below that of other pupils nationally in reading. 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</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.</p> <p>SENCo surgeries.</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>Additional support we provide will be effective.</p>	<p>using assessment manager with class teachers being held to account</p> <ul style="list-style-type: none"> - 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 team and KS Leads/SLT - High expectations for all children and from all staff. 	<p>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 TAs 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, which focus on end of year and key stage expectations for maths, GPS and reading, to raise awareness and expertise to support 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>Teachers to provide personalised learning journey 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> <ul style="list-style-type: none"> - 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>-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.</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>
---	---	---	---	--	---

		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.			
				Total budgeted cost	£59,095

TOGETHER, WE NURTURE THE FUTURE