

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 2020
Total number of pupils	407	Number of pupils eligible for PP	116 Boys: 64 Girls: 52	Date for next internal review of this strategy	1 st review of 2021 New Strategic Plan due Feb 21

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 well-being, 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>Robust pupil profiles identifying and monitoring progress, enrichment, and emotional well-being.</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 PP children and for vulnerable groups.</p> <p>Gaps are identified quickly for all children and 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 via milestone data drops.</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.	To ensure that assessment and planning is effective and that gaps are identified early.	<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>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 to facilitate this.</p>	<p>Teachers and support staff are fully aware of PP children in the classes they work with and across the school. Identified groups are monitored and challenged appropriately to achieve GD. 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 To ensure that HIAS support is taken on board by all staff across the school for English and maths. Support from HIAS (Hampshire Inspection and Advisory Services) to include GD writing support – task design and learning journeys to support rapid progress and attainment.</p> <p>To ensure English and maths leads 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 to provide rich and rapid progress in reading and writing (and GD).</p> <p>English Lead and Deputy Head teacher (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 to 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 buy in SLA and work closely with EWS (Education and Welfare Services) to ensure that attendance is consistently monitored and discussed with staff.</p> <p>To make sure that open communication 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 daily if required.</p> <p>The FLO (Family Liaison Officer) attends Key Stage 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 the 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. There is a sound system in place for securing ELSA support and this is overseen by SENCo.</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.</p> <p>The SAO (School Attendance Officer) 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.</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>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>

End of Year 2019-2020 Review of Impact			
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>Staff are fully supported by the Pastoral and SENCo Teams; this supports pupil profiling which is used robustly and evidenced in planning in most areas; staff identify and are successful in monitoring progress, enrichment, and emotional well-being.</p> <p>Early identification of gaps to inform planning and ensure rapid progress in all key areas.</p> <p>A sharp focus for all pupils to achieve is evident during progress reviews with staff sharing key information, data</p>	<p>Teaching teams used regular meetings to track progress, enrichment and emotional well-being; this information was used to plan an enriched curriculum.</p> <p>Review of support staff deployment to ensure effective staff ratios.</p> <p>To continue to fund the position of a Family Liaison Officer and to establish a position for a full-time DSL.</p> <p>Raised awareness of funding for visits/trips and cultural opportunities, ensuring children are not disadvantaged from attending.</p> <p>The purchase, training and use of CPOMS safeguarding package to support our most vulnerable children.</p> <p>Attendance tracked and reported on regularly with a robust</p>	<p>By the end of the last academic year, all classroom staff had taken part in training to engage in pupil profiling and the use of CPOMS for the most vulnerable. This led to an improved understanding of prior knowledge and contact with all children/families, particularly with enrichment in mind both inside and outside school.</p> <p>The outcome of training has continued to improve staff knowledge and communication between key staff, class teachers, parents and families (FLO, ELSA, SENCo and outside agencies).</p> <p>By the end of the year, staff were monitoring and recording on a daily/weekly basis to confirm progress and emotional well-being; this enabled all staff to gain a deeper understanding of the child/family and background with a robust means of communicating with key staff across the school. This was also evident for children working remotely during lockdown.</p> <p>Training in CPOMS was well-received and staff were proactive in adding and recording information, allowing opportunities to make quick changes to timetables/planning and identifying outside agencies who could offer support. The outcome has greatly improved monitoring and the widening of enrichment</p>	<p>A more robust monitoring of all children through pupil progress meetings has enabled all staff to take more ownership of data and has enhanced more independent analysis to explore trends and identify priorities.</p> <p>By monitoring Venn diagrams after milestone data entry, it became evident that staff were able to have a much more confident and clear view of the combined scores for all children across the year group as well as in their own class. We will continue to use this more detailed information to inform teaching and learning next year.</p> <p>Additional pupil conferencing sessions ensured task design was informed by common misconceptions which could in turn enable more precise quality first teaching and targeted interventions. Pupil conferencing will remain a focus for the next academic year.</p> <p>Teachers were supported and challenged to communicate with the FLO, SENCo and key staff to make a difference in the personalisation of learning.</p> <p>Additional training (with HIAS) enabled staff to identify gaps in their knowledge of children. Monitoring of enrichment both inside and outside of school via Google Classroom and Tapestry made a significant difference to enabling rapid catch-up and a successful return to school after working remotely.</p>

<p>and next steps to inform future task design.</p> <p>Staff ratio re-designed to allow children to be well supported in lessons. Additional provision in place when required to teach a broad and balanced Curriculum.</p> <p>Staff & parents made fully aware of funding for visits/trips and cultural opportunities with an increase in the number of children attending cultural trips and residential to further support their learning.</p>	<p>link between the Education and Welfare Service, Attendance Officer (who is also a deputy DSL) and Pastoral Team members.</p> <p>Building relationships across teaching teams by strategic co-ordination of, FLO, SLT, SENCo, ELSA & Attendance Manager for children and staff. Creation of new pastoral team holding weekly meetings to share information and actions.</p> <p>Improved communication with home - newsletters re-designed so parents could have a greater understanding of how to support their children with learning.</p> <p>A new school app (ParentApp) was invested in and the school website was given a new, more accessible design.</p> <p>Covic-19 closures: Google Classroom and Tapestry were set up quickly with a robust monitoring system in place.</p> <p>The Pastoral Team liaised with class teachers using CPOMS (newly</p>	<p>opportunities for all children due to key staff offering solutions and sharing good practice. HT and DHT monitor this process with more robust systems in place.</p> <p>The setting up of the Pastoral Team has improved support from key staff and outside agencies and has had a positive impact on children/staff/family relationships. Children requiring support were identified quickly and supported by key staff members.</p> <p>Social and emotional well-being was championed by the provision of extra-curricular sporting, drama and cultural opportunities (the further progression of some of these events was however prevented due to the COVID-19 outbreak). A rapid switch to remote support was established, which included the sharing of ELSA strategies and social stories, which have now evolved as Mindful Mondays and Well-being Wednesdays.</p> <p>Weekly team meetings and enhanced monitoring procedures helped progress to accelerate in classes where a wider knowledge of well-being and enrichment was 'live' and discussed regularly. This was also followed up by Pastoral meetings if staff felt the need for additional support for some families/children.</p> <p>Extra curriculum opportunities enhanced learning, deepened knowledge and questioning skills across key stages. Prior to lockdown, staff planned cultural trips to link with the broad curriculum; task designs were challenging and supported writing and reading at length, building stamina. This will be a further developed using our remote learning platforms.</p>	<p>September transition worked differently this year due to Covid-19. However, a programme for children to join their new teachers (following guidelines) was created and allowed small groups of children to meet their new teachers. This worked well and is something that we will develop further next year.</p> <p>Staff meeting in small groups with children provided a nurturing session whilst getting to know new faces, sharing any anxieties and thoughts about the year ahead.</p> <p>Transition meetings were held for staff during which information was shared about data milestones, gaps and pastoral support. Teachers designed 'Transition Booklets' that were shared with all families. The booklets included details about staff – their hobbies, likes/dislikes etc. along with information about the year ahead.</p> <p>By giving staff protected time to met in their teaching teams to share data with SLT, FLO and SENCo enabled good practice to be shared and will continue this year. Support staff still need to be involved in completion of profiles and weekly (Friday) meetings will continue as lockdown is eased.</p> <p>The HT, DHT, FLO and SENCO will monitor profiles and guide staff with their completion and analysis. These will continue to be used during transition meetings.</p> <p>The Attendance Manager will continue to spend time at weekly meetings with the pastoral team to raise the profile of attendance and to understand the work completed by the EWO (& AM).</p> <p>Communication between HT, DHT, FLO, SENCo, AM and staff is key and will feature in the weekly SLT</p>
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	<p>purchased Safeguarding Reporting System).</p> <p>CPOMS supported all staff in keeping up to date with children, families and outside agencies, so they could act swiftly and efficiently when required.</p>		<p>meeting – with a raised profile on Attendance. The DSL will continue to attend SLT meetings weekly.</p>
<p>More opportunities for PP children to work at GD in writing, reading and maths.</p> <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 across the broad curriculum.</p> <p>To ensure that staff and appropriate resources are</p>	<p>Purchase of HIAS support and training for staff.</p> <p>A coaching system led by the DHT (who is a HAM moderator), was provided so staff could have a deeper understanding of the individual English ARE statements. What is required to achieve Greater Depth in reading and writing? The impact of this training is intended to inform feedback marking and pupil conferencing.</p> <p>PP pupils and gaps are identified and challenged appropriately and task design is adapted effectively.</p> <p>All staff are aware of vulnerable groups in</p>	<p>Non-negotiable classroom features were revised by SLT and used during observations with staff awareness of expectations.</p> <p>Individual guidance and bespoke coaching for staff given when required with attention to providing a balanced and flexible curriculum. This included a sharper focus on provision for PP pupils.</p> <p>Observations throughout the year focused on GD, task design, pace, challenge, questioning and flexible pedagogy for all teaching teams within the learning environment. Feedback given by HT and DHT was fully supportive and acted upon productively by most staff. Most lessons were good with some outstanding features. Where good practice was observed, coaching was given by the teachers to staff across key stages. This impacted on learning environments, classroom teaching, organisation, pace and delivery. In turn, this enabled more flexible teaching to take place, to enable PP children to receive more targeted support.</p>	<p>Setting GD task design for reading, writing and maths needs to continue to be a whole-school focus with robust monitoring of GD task design and effective planning in place for maths, English reading & writing. This will be important in re-building reading and writing stamina following lockdown and we will work with HIAS advisors to support this.</p> <p>English and maths moderation to continue half-termly and shared with support staff with bespoke coaching sessions for support staff in their teaching teams using books from their classes.</p> <p>Although whole-staff moderation has worked well (and we will continue to lead these sessions) the English Lead (DHT/HIAS Lead Moderator) spent time individually with every class teacher, moderating work following the formal process of a Year 2/6 moderation. Teachers and the DHT took part in a professional dialogue about each of the statements for English writing and although guided by the DHT (acting as moderator) it was an expectation that the teacher led the discussion, sharing their knowledge about the statements and finding</p>

<p>available to facilitate this.</p>	<p>classes and across the school.</p> <p>Teachers can distinguish between GD and EXS task design and share this knowledge.</p> <p>The importance of reading was shared frequently at events, including virtual parent meetings with teachers, newsletter articles and uploads to Tapestry and Google Classroom.</p> <p>Subject leaders were released to attend courses and bespoke training delivered by HIAS and this continues to develop CPD across the school.</p> <p>English and maths whole-school overviews are revised and complete. They promote progress and attainment with focus on GD task design opportunities.</p> <p>Pupil conferencing happens in every class and training will continue with this in</p>	<p>Marking was identified as an area to continue to improve across year groups with good practice shared during meetings and ongoing moderation. Where marking was 'live' and pupil conferencing consistent, children made good progress.</p> <p>Observations also focused on opportunities for GD for all children and to ensure support staff were familiar with end of year expectations and daily lesson outcomes/personalised learning journeys.</p> <p>Classes in which communication amongst staff and profiling was up to date, links with the FLO and SENCo were strong, progress was made and supported both children and parents in the learning journey socially, mentally and academically.</p>	<p>further evidence in children's work from across the curriculum.</p> <p>The impact of this during the last term led to a more robust setting of tasks and raised profile of year group moderation across key stages – the link across the school in Year 1,3,4,5 was spelling. It was found that whilst moderating writing, spelling words from year group lists along with homophones/prefixes etc. was not yet strong enough and evidence needed to be sought. Examples and good practice from Year 2 and 6 were shared and we will moderate in this way in 2020-2021. Coaching for support staff will continue with bespoke sessions for individual year groups.</p> <p>Having support staff available for additional coaching is beneficial if this is then used during lessons and staff are confident in using what they already know. Additionally, not all staff shared lesson observation feedback with support teams. We have asked all teaching staff to share feedback with their teaching teams moving forward.</p> <p>Support staff have improved knowledge of who the pupil premium & vulnerable children are and what it is they are lacking - enrichment, emotional & social well-being. This has strengthened following the investment in CPOMS.</p> <p>Planning of GD task activities will need continued developing and monitoring in writing, reading and maths with challenge and high expectations across the curriculum. This is</p>
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	<p>maths during Autumn 2020.</p>		<p>of great importance as children return from remote learning.</p>
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<p>All children attend 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>	<p>Ensure funding is in place to support attendance on trips, visits and residential.</p> <p>Ensure parents are aware of trips in good time.</p> <p>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 and families, staff will plan and provide a culturally rich curriculum ensuring that all children have what they need to enable access and make rapid progress.</p> <p>FLO, SENCo, DHT & HT communicate with class teachers sharing relevant information about children and families that have an impact on learning behaviours, enrichment and social/emotional well-being.</p> <p>When the switch was made to remote learning, staff uploaded virtual resources to compliment the curriculum that parents could support with at home.</p>	<p>As a school, we are proud that we have offered a range of extra-curricular clubs. Clubs are led by teaching and support staff as well as specialist sporting coaches across the key stages.</p> <p>Clubs range from: art, music (ukulele and drumming), Glee choir, dance, sports (a range of), Isle Dance, drama, Lego, homework, yoga, book club and are offered to all children in KS 2 and some clubs for KS1.</p> <p>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>This year, the FLO and safeguarding governor took an interest in clubs for our most vulnerable and supported staff and parents in making enrichment opportunities 'live' for our children. The positive impact on their social & emotional well-being was celebrated throughout the school and new doors were opened for many of our vulnerable children through clubs and identification of needs.</p> <p>We provided a wealth of sporting challenges for home during lockdown.</p>	<p>We will continue to monitor who attends clubs to ensure this is shared with class teachers and FLO when supporting our more vulnerable children and families (as schools re-open to all children).</p> <p>Additional meetings will further share knowledge of up and coming trips (when guidance allows) with our vulnerable families and will remain a focus for next year. Wherever possible, alternative virtual experiences will be sought.</p> <p>We will continue to ensure all parents/carers are familiar with clubs on offer and how to access. Support from the admin team is always present and we need to raise the awareness to parents. SLT and class teachers need to communicate with the FLO and admin team directly regarding trips so that children do not miss out on enrichment opportunities.</p> <p>We will continue to develop our course of communication with families –this will be through the website and parent app, Google Classroom and Tapestry.</p> <p>All teachers to offer clubs to children with an awareness of who our vulnerable children and families are. Teachers will use the pupil profiles (weekly) to establish which children require enrichment in their young, learning and growing lives.</p>
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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 maximised to ensure no disadvantage to PP children.</p> <p>Purchase of Bug Club.</p> <p>Purchase of Times Tables Rock Stars.</p> <p>Investment in 30 new Chromebooks.</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 KS2)</p> <p>Teaching teams to engage in weekly pupil profiling during increased protected time; enhanced prior knowledge of children and families to inform future planning.</p> <p>Strengthening relationships across teaching teams, establishing additional scheduled sharing of information between FLO, SLT, SENCo, ELSA & Attendance Manager for children and staff.</p> <p>Teaching and support staff all assigned administrative rights to Google Classroom and Tapestry to support vulnerable learners.</p> <p>Spaces in school provided for our most vulnerable learners during lockdown.</p>	<p>Two named teachers led a weekly homework club for KS2 children. Parents were given information regarding the homework club through newsletter notifications (prior to lockdown).</p> <p>HT, DHT, SENCo, FLO and CT communicated with parents and children concerned about homework. The ELSA team were informed and supported named children.</p> <p>Children attended homework club and felt supported – many visiting weekly. Parents supported homework club and requested for their children to attend to be supported. 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> <p>Children felt supported and confident with the knowledge that there would be time allocated for homework and they would have support.</p>	<p>We will continue to offer homework club to KS2 children as lockdown eases. Our virtual learning platforms will continue to be used when all children return, in order to maximise home support and a blended approach to learning.</p> <p>Upper KS2 staff have requested the club to be held on a Tuesday for more time to gather sufficient evidence of homework not completed and notification of which children require further support.</p> <p>All teachers need to share names of children who do not complete weekly homework. Prior knowledge is key – we will continue to schedule transition meetings, so teachers are made aware of which children/families require homework club support.</p> <p>Parents reminded and informed if children are not completing reading homework. Continue to raise awareness of the importance of reading across the school. Purchase new reading logs and establish virtual library.</p> <p>Homework personalised and adapted to suit all children. We will continue to further develop the provision and reach of the FLO and ELSA programmes.</p>

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