

Report on Pupil Premium Strategies Summer 2018

Current Statistics 2017-18.

Number of students on roll: 220
EAL: 106 students (48%)
PP: 70 students (32%)
EHC: 6 (3%)
SEND: 25 (11%)

Current Statistics 2017-18 based on End of Year National Test Results

Y2

PP = Girls 2, Boys 8, Total = 10/26 (38%)

Reading '18: ARE 89% (8/9), GDS 33% (3/9)

Reading '17: ARE 78.5% (11/14), GDS 35.7% (5/14)

Writing: '18: ARE 89% (8/9), GDS 22% (2/9)

Writing: '17: ARE 78.5% (2/14), GDS 17% (2/14)

Maths: '18: ARE 89% (8/9), GDS 33% (3/9)

Maths: '17: ARE 78.5% (4/14), GDS 28.5% (4/14)

PP Matched '18: ARE 89% (8/9), GDS 22% (2/9)

Non PP Matched '18: ARE 88% (15/17), GDS 29% (5/17)

PP Matched '17: ARE 78.5% (11/14), GDS 17% (2/14)

Non PP Matched '17: ARE 85.7% (12/14), GDS 57% (8/14)

Y6

PP = 6/16 girls, 12/13 boys, Total = 18/29 (62%)

Reading '18: ARE 94% (17/18), GDS 44% (8/18)

Reading '17: ARE 94% (15/16), GDS 50% (6/16)

Writing '18: ARE 89% (16/18), GDS 17% (3/18)

Writing '17: ARE 94% (15/16), GDS 19% (3/16)

Maths '18: ARE 83% (15/18), GDS 6% (1/18)

Maths '17: ARE 81% (5/16), GDS 31% (5/16)

In 2017-2018 Greenside identified areas for development to secure even stronger outcomes and greater levels of progress for our PP students and to reduce further the gaps between those students on our PP register and those not.

Please see data report showing data outcomes for students in all year groups.

Key Strategies used to support PP Students collated across the year as part of reviews, CPD and KS / Staff meetings:

- Tracking the data of PP students specifically each Data Capture and ensuring that gaps analysis information feeds directly into planning to target the development of PP students every half term.
- Raising awareness of who the PP students are in the class and crew through handover meetings, DC analysis and shared assessments.
- Considering the experiences we offer our boys due to the significant number of PP boys in the school and particularly Y6. A number of texts have been chosen based on the impact on engagement it will have with boys and the practice nature of STEM projects has been a significant factor in engaging PP boys in developing STEM skills.
- Creating planning that is engaging and inspiring within our learning model to engage all students but also using an approach of learning in a unique way to get the best from PP students who are sometimes not engaged by more traditional methods.
- Ensuring we continue to have high standards for PP students all the time and that they are aware of those expectations so consequently have high expectations of themselves.
- This year CD ran extra Maths sessions on two mornings per week that were aimed at reviewing basic skills and knowledge and applying these abilities when solving a range of unfamiliar problems. As a result of participating in this group many students gained confidence in their mathematical abilities and are now performing better in tests and messy Maths sessions as a result.
- Making sure PP students get access to strong staff regularly who are confident in delivering high quality learning experiences.
- CM organised a lunchtime reading club that involved Y6 students taking Y3 students to the library once a week to read books together. This targeted specific PP students who were not finding many opportunities to read at home. As a result of taking part in this group they have gained fluency and are beginning to develop an enjoyment of reading. CM and CD have also run a writing club within STAR day sessions aimed at challenging the GDS writers. Several PP students have taken part in these sessions which have encouraged them to assess and improve the quality of their own work, ensuring that they have become more active and independent learners.
- Developing the confidence and interests of PP students through engaging them in wider experiences and those beyond the classroom. E.g dance festival, school journey, GGL football competition, trips and visits, Brazilian drumming troupe, Sublime Science visit, play in a day, Theatreland exploration whole school trip, visitors from 'The Jungle' etc.

- GPS and writing interventions with HLTA twice a week that looks at writing a familiar story, the structure of a story, syntax, conventions of stories he already knows and transfer those skills to his own stories. This builds a lot of confidence at being able to work at their own pace, ask as many questions as they like and have fun with literature.
- Reading with our 1:1 volunteer reader once a week and MW and LV also read with all other PP students once a week. This is developing their fluency and intonation as well as allows staff to explore their understanding of the stories as they go.
- Getting parents onboard and supporting them through parent workshops etc to develop the engagement and support at home for PP students.
- Developing staff understanding that personalised support in class is a positive provision for PP students everyday in the form of additional resources, personalised challenges, ensuring they get some 'teacher time' each session etc.
- Working in mixed groups, not just putting all the PP students together, to ensure that they get variety of experiences and can also see the quality of work that is possible at their age phase or the challenges that other students face.
- Writing carousels which have a number of activities that are supported by TAs or independent and then have a focused CT session where the writing takes place, building on the previous activities so PP students can help craft their writing.
- Reading intervention - Children read both 1:1 and in a groups weekly, targeting decoding and understanding of language. Children will have lots of opportunity to discuss the main themes in the story and identify predictions / patterns, then being supported with how to articulate this. Simple comprehension skills are also practised. This has allowed us to develop the way these students record their written answers, making them more Test Ready.
- STEM Groups - All students participate in weekly STEM groups focusing on a specific Maths topic. In the case of HA PP students it will be to deepen understanding and target reasoning skills. In MA/LA PP students, it is used to strengthen understanding on topics identified through gaps analysis and ongoing assessments. As the year progresses all students in Y2 will be using SATS papers to help strengthen their worded and reasoning problem skills. The PP students are positioned across various groups within this. The organisation of the groups means the students get a smaller group focus which can be pitched more specifically.
- Reading Tree - Targeted groups shared amongst all Y3/4 staff ensure that smaller groups mean specific levels can be targeted and thus pitched more directly. By combining Y3/4 this has allowed for a change in group dynamic which is important. Students are more settled with consistent groups and staffing.
- Students with particularly low English skills or are EAL work for 30 minutes with a HLTA Mon/Tues/Wed and Fri during SMSC which is having a big difference on verbal communication and 'talk for writing' thus impacting the quality of their writing.
- Maths 'drop in' sessions. Any students that have not achieved the week's L.O. focus gets the opportunity to revisit the concepts with a CT / HLTA. All the PP students have accessed this in Y3 at various points and it has greatly impacted their understanding of concepts they were not 100% confident in using.

- Y6 - Weekly sessions using previous SATs papers to support comprehension and test ready techniques at the same time with PP students. Different reading domains are focused on each week and they also use this time to analyse model answers for test style questions. The sessions also develop their pace and ability to skim & scan a text for information. The students taking part have seen a boost in confidence when faced with a comprehension test and are tackling the class text now with much greater success.
- Emotional support from a HLTA (trained counsellor) and the SENCo. This helps students to manage their emotions towards both social and academic situations.
- Writing intervention groups: 1 hour per week: Small groups split between key staff focusing on writing a piece for student portfolios inspired by a film clip of their choice, targeting gaps identified through Friday Big Write. This has allowed us to target the pitch and specific skills for each student in a much smaller setting and give those with less confidence the time to talk about their writing and explore the techniques at their own pace.
- Breakfast Club: A number of students accessed this during the year. It helped develop their social skills, understanding of instructions, being more independent, develops their world ready skills and ensures they have had a good breakfast to set them up for a day of learning. It is well attended, has positively impacted attendance and the students really enjoy the sessions giving them a really positive start to the day.
- Attendance meetings with families have been consistent and immediate following any flagging of dropping attendance. Families are aware of this process now and understand our role is trying to work with them to improve and support attendance due to the significant impact it can have on learning.
- Utilising support staff for lunchtime booster sessions where PP students can also bring a friend to play Maths or English games to improve their confidence and knowledge in a relaxed environment.
- As well as the areas above significant funds were used to finance 1 day of our Deputy Head, 1 day of our SENCo, 1 HLTA, 2 TAs and an additional EYFS person for 1 day a week.
- Contributions to trips and visits and the Y6 Residential.
- Support with additional resources and ICT equipment and software.
- Uniform and clothing support
- Additional top up funding for nourishing food and snacks/ fruit across all year groups
- Access to outside agencies for family support and wrap around services.
- Y6 Holiday classes.

Overall the spending plan was implemented and our attendance, behaviour and outcomes in all year groups evidence a positive impact.