



In 2018-2019 students at Greenside had access to £105,600

2018 - 2019	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Total
Girls	4	2	4	2	7	2	3	24
Boys	4	3	3	5	11	9	9	44
Total	8	5	7	7	18	11	11	68 / 196 (35%)

Context:

Again in 2018-2019 we were proud of the progress made by the vast majority of our PP students at Greenside - See data analysis report for 2019.

On 1st September '17 we joined with Griffin Primary and Lena Gardens to form a 3-Academy partnership (GGL Federation) and this has increased our access to good practice and supported our own improvement journey. Throughout the 2019-20 academic year, we aim to develop a shared Student Personal Development Programme with a joined up offer that will include enhancing our provision for PP students.

We plan, review and adapt our provision and intervention each half term based on Data Capture and other social elements of student's progress or barriers.

All PP students are identified and known by the Class Teacher, SENCo and Leadership Group Line Manager and a personalized programme is put in place as appropriate. The starting points of our PP students are varied, both academically and emotionally and socially. A number of our PP students are High Attainers and on our HA list and so need greater challenge. Others are below ARE in Reading, Writing and/ or Maths and require specific learning programmes.

Greenside is a small, one form entry organization and so it is easy for us to know our students well and to track progress to ensure we continue to break the barriers to learning for all students

Summary of Barriers:

The number of PP students is uneven across the year groups and we have more than double the number of PP boys compared to girls.

In Y6 we have 12 girls and 15 boys. 25% of girls are PP (3/12) and 53% of boys are PP (8/15).

1 of our PP girls is HA compared to none of the boys and so this is a very special group of students with different needs to address.

Attendance and lateness: this remains a real barrier for a number of our students, especially for students who also have learning needs and are currently below ARE. Our Deputy Head and SENCo will address this within their priority plans this year. Breakfast classes and groups have proven effective.

Wider learning experiences to enhance World Ready skills and enhance language: In order to address this we have set up support within our Greenside Growing Generation programme – trips and visits, access to additional speech and language provision and arts courses.

Multi – need students: The majority of our PP students who do not diminish differences within the academic year have another significant barrier too.

- a) Family well-being and support services – we set out to offer services that will support the whole family with learning.
- b) Access to Home Learning support.

Our approach to breaking the barriers:

- We had a number of new Teachers start at Greenside in September 2018 and we made the strategic decision to spend the major part of our Pupil Premium Funding on staffing to improve the quality first teaching to support directly with students making progress and getting immediate tutorial feedback within our carousel model of STAR Day learning. We believe this made the biggest impact this year with lots of team teaching and joint work with staff planning, delivering and assessing together. This has meant that quality first teaching has been the main focus on staff development with senior leaders ensuring that Pupil Premium performance, provision and analysis has been at the top of the agenda throughout the year. As a result, all teaching staff are now continually considering the provision for the Pupil Premium students and analysing the progress they are making compared with others.
- As we began Year 4 of our Greenside Film Factory – Experiential Learning Model we continued with our best practice from last year.
- On STAR Days, 1-2-1 reinforcement support has taken place during the 9.00am – 9.30am sessions with key students. 1-2-1 and small group half an hour reinforcement has also taken place in the 1.00pm – 1.30pm sessions. These slots have allowed us to ensure that students are given an additional opportunity to reinforce or fill the gap with any concepts that were not fully understood during the initial session. These smaller sessions also meant that tracking of gaps analysis was much more effective so concepts could be returned to more purposefully later on further home learning could be provided to reinforce. This has been particularly effective in KS1 with the deliver of our STEM Groups across Y1 & 2 where students were challenged on a ‘age not stage’ setting meaning our HA Pupil Premium students could be challenged accordingly as well.
- We have set up a STAR support programme for students not reaching ARE and PP students – these are, of course, not always the same cohort. The SENCo used diagnostic tools and external programmes to plan individual ‘catch up’ programmes based on the individual needs of students – these ranged from dyslexia support to additional reading practice for students not able to do at home, through to teaching a KS2 phonics programme to several students who could not access the curriculum.
- Our PP strategy fits into our Experiential Learning Model where all students have been encouraged to reflect, articulate and apply their skills and knowledge within an active, holistic Learning Model. The hands-on, practical learning model suits a number of our PP students who learn best through active, exploratory Learning Experiences. The linked learning has supported these students in making connections between their learning and contextualizing it throughout.

- The level of speech and language training for our support staff has increased this year to enable them to better support the communication and language of all students as well as Pupil Premium. We have ensured that all support staff attend the SALT sessions and have provided extended time for them to discuss the programmes and approaches to develop their understanding of the provision. This has impacted the confidence with which they are able to deliver the programmes and support other students in the school with similar needs too.
- A broad and balanced curriculum has provided opportunities for enrichment activities through trips, workshops and performances where staff have a focus on engaging PP students. All students were given the opportunity to participate in a whole school performance of Great Expectations. Our Crew experiences meant that students were all part of the Shakespeare Festival in which they either performed on stage or made and starred their own Shakespeare film. Later in the Summer term our Crews also delivered a music festival in the form of 'Green Day' where all students curated the festival themselves and then performed in front of over 200 people. A 'Play in Day' in Spring offered further opportunities for all students to experience performing on the stage in front of a live audience. After school clubs were offered at a reduced rate to PP students and lunchtime clubs offered students opportunities to develop sports or ICT skills. The Y6 residential was also offered at a reduced rate to PP students.
- We have invested in a number of digital learning platforms which have supported engagement in key learning skills such as Times Table Rockstars, Mathletics and trialled Spellodrome at the end of the year. These have also provided additional challenges for students at home.
- A Maths Conference was delivered for Y6 students which targeted a number of PP students who had joined Greenside late. The purpose of this was to plug the gaps in knowledge early in the year to allow them to tackle the Y6 end of year examination preparation on a more level playing field with the rest of the class. This was a huge success and a number of students articulated that with was a key factor in them approaching the revision with more confidence. 6 of our PP students achieved ARE in subjects they might not have at the start of the year.
- The Head of School has worked closely with key Y5 PP students in small group boosters in preparation for starting Y6 to diminish any differences in their maths knowledge and to build confidence. The impact of this can be directly seen in their confidence of key 4 operations skills and general attitude towards maths.
- Our extensive work with attendance has meant that PP attendance has been positive at 96%.

How have we measured progress?:

Our half termly Data Capture periods with in depth analysis informed the planning and intervention for the next half term including a forensic analysis of our groups and a gaps analysis for each individual, group and cohort. Writing Moderations took place each half term to support with identifying PP progress and further needs. We also reviewed attainment and progress in World Ready skills and foundation subjects which helped us to ensure our PP students were performing in a broader context whilst also focusing on them having the highest possible attendance, positive behaviour and behaviours / attitudes to promote good learning. Where any gaps were identified the SENCo, Key Stage Leader (a member of LG) and the Class Teacher reviewed the next steps and implemented them into planning and delivery. The cycle continued throughout the year, including an extensive end of year reflection and class handover.

How we review the success of our strategy:

We have reviewed the strategy for PP with the Local Governing Body in the Summer Term each year to ensure we adapt the next plan in the light of lessons learnt, progress actually made by PP students and the changing profile of the next year's cohort. We have also updated the proposed strategy for 2019-20 following the National Teacher Assessments and Test results for Reception, Y2 and Y6 in early July and after our DC6 analysis at the end of July. The work on quality first teaching has had the most significant impact on PP students and so this will continue to be a key focus next year. We have a new SENCo in place so will take advantage of the best practice she has to bring to the table and further develop the resourcing, support and tracking of PP students both in school and beyond.

Statistical Impact:

End of Year National Assessments Y2

PP = Girls 4, Boys 3. Total = 7 / 28 (25%)

KS1	Y2	2018	Y2	2018	KS1	Y2	2019	Y2	2019
Reading	EXP		GDS		Reading	EXP		GDS	
Girls	9/9	100	6/9	67%	Girls	18/19	95%	9/19	47%
Boys	14/17	82%	6/17	35%	Boys	8/9	89%	4/9	44%
Total	23/26	88%	12/26	46%	Total	26/28	93%	13/28	46%
PP	8/9	89%	3/9	33%	PP	7/7	100	2/7	28.5 %
Non PP	15/17	88%	9/17	53%	Non PP	19/21	90%	11/21	52%
Writing	EXP		GDS		Writing	EXP		GDS	
Girls	9/9	100	4/9	44%	Girls	18/19	95%	7/19	37%
Boys	14/17	82%	6/17	35%	Boys	7/9	78%	4/9	44%
Total	23/26	88%	10/26	38%	Total	25/28	89%	11/28	39%
PP	8/9	89%	2/9	22%	PP	7/7	100	1/7	14%
Non PP	15/17	88%	8/17	47%	Non PP	18/21	86%	10/21	48%
Maths	EXP		GDS		Maths	EXP		GDS	
Girls	9/9	100	3/9	33%	Girls	18/19	95%	7/19	37%
Boys	14/17	82%	6/17	35%	Boys	8/9	89%	4/9	44%
Total	23/26	88%	9/17	53%	Total	26/28	93%	11/28	39%
PP	8/9	89%	3/9	33%	PP	7/7	100	2/7	28.5 %
Non PP	15/17	88%	6/17	35%	Non PP	19/21	90%	9/21	43%
Matched	EXP		GDS		Matched	EXP		GDS	
Girls	9/9	100	3/9	33%	Girls	18/19	95%	4/19	21%
Boys	14/17	82%	4/17	24%	Boys	7/9	78%	4/9	44%
Total	23/26	88%	7/26	27%	Total	25/28	89%	8/28	28.5 %
PP	8/9	89%	2/9	22%	PP	7/7	100	1/7	14%
Non PP	15/17	88%	5/17	29%	Non PP	18/21	86%	7/21	33%

End of Year National Assessments Y6

PP = Girls 3, Boys 9. Total = 11 / 26 (25%)

KS2	EXP	2018	GDS	2018		KS2	EXP	2019	GDS	2019
Reading			110+			Reading			110+	
Girls	16/16	100%	10/16	59%		Girls	11/11	100%	8/11	73%
Boys	12/13	92%	5/13	38%		Boys	14/15	93%	7/15	45%
Total	28/29	97%	15/29	52%		Total	25/26	96%	15/26	58%
PP	17/18	94%	8/18	44%		PP	10/11	91%	5/11	45%
Non PP	10/11	91%	7/11	64%		Non PP	15/15	100%	10/15	67%
Writing						Writing				
Girls	16/16	100%	9/16	56%		Girls	11/11	100%	6/11	54%
Boys	11/13	85%	3/13	23%		Boys	13/15	87%	5/15	33%
Total	27/29	93%	12/29	41%		Total	24/26	92%	11/26	42%
PP	16/18	89%	3/18	17%		PP	9/11	82%	2/11	27%
Non PP	11/11	100%	9/11	82%		Non PP	15/15	100%	8/15	53%
Maths						Maths				
Girls	16/16	100%	7/16	44%		Girls	9/11	82%	6/11	55%
Boys	10/13	77%	1/11	9%		Boys	12/15	80%	8/15	53%
Total	26/29	90%	15/29	52%		Total	21/26	81%	14/26	54%
PP	15/18	83%	1/18	6%		PP	7/11	64%	4/11	36%
Non PP	11/11	100%	5/18	28%		Non PP	14/15	93%	10/15	67%
Matched						Matched				
Girls	16/16	100%	5/16	31%		Girls	9/11	82%	4/11	36%
Boys	10/13	77%	1/13	8%		Boys	12/15	80%	4/15	27%
Total	26/29	90%	6/29	21%		Total	21/26	81%	8/26	31%
PP	15/18	83%	1/18	6%		PP	7/11	64%	2/11	18%
Non PP	11/11	100%	5/11	45%		Non PP	14/15	93%	6/15	40%

