



In 2019-2020 students at Greenside will have access to £76.560 for our Pupil Premium Funding.
 58 students x £1.320

2019 - 2020	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Total
Girls	*	4	2	6	2	7	2	22
Boys	*	4	3	3	5	11	9	36
Total	*	8	5	9	7	18	11	58 / 172 (34%)

* Reception figures to be confirmed.

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 will continue to increase our access to good practice and support 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 analysis 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 to ensure we diminish the difference and help them reach their potential.

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, particularly in KS2, and we have more than double the number of PP boys compared to girls.
- In Y6 we have 8 girls and 17 boys. 25% of girls are PP (2/8) and 53% of boys are PP (9/17). None of the PP students are HA while two have EHCs, one of which also has a physical disability. 3 of the PP students joined Greenside late. This combination means the group has a wide range of different needs to address.
- In Y2 we have 13 girls and 14 boys. 15% of girls are PP (2/13) and 21% of boys are PP (3/14). 3 of the 5 PP students are EAL. 2 of the five are also SEND with 1 student being PP, EAL and SEND. None are HA. This combination provides a completely different set of challenges.

- Our PP students are generally performing in line with other students at ARE level but not at GDS level.
- 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 continue to 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 and performances.
- 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:

1. We are retaining our teaching staff at Greenside in September 2019 but a number of new support staff are joining. We have made the strategic decision to spend the major part of our Pupil Premium Funding on staffing to improve the teaching at all levels to support directly with students making progress and getting immediate tutorial feedback within our carousel model of STAR Day learning. We saw this strategy have the biggest impact last year and believe this will make the biggest impact again this year with lots of team teaching and joint work with staff planning, delivering and assessing together. This will be extended even further this year with our new SENCo working closely to enhance our support staff and their ability to positively impact progress.
2. As we begin Year 5 of our Greenside Film Factory – Experiential Learning Model we will continue with our best practice from last year.
3. On STAR Days, 1-2-1 reinforcement support will take place during the 9.00am – 9.30am sessions. 1-2-1 and small group half an hour reinforcement will also take place in the 1.00pm – 1.30pm sessions to target reinforcement of concepts from the day, general core skills and to build confidence.
4. 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 will use the diagnostic tools and external programmes set up to plan individual ‘catch up’ programmes based on the individual needs of students – this ranges from dyslexia support to additional reading practice for students not able to do this at home, through to teaching a KS2 phonics programme to several students who cannot access the curriculum.
5. We will exploit the engagement we get from our students through digital platforms to enhance the PP provision both in school and particularly at home. TT Rockstars and Mathletics target maths skills while Spellodrome targets spelling and grammar skills. The levels of these programmes can be set specifically to support students to diminish the difference or to challenge HA PP students.
6. Our PP strategy fits into our Experiential Learning Model where all students are 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 supports these students in making connections between their learning and contextualizing it throughout.

7. The Head of School will work with both Y6 and Y2 students in various English and Maths sessions to drive GDS performance twice a week in smaller groups. The Executive Head will also work with students specifically in writing and reading to target GDS.
8. The Deputy Head and SENCo will work closely with families to continue to improve attendance and offer support through clubs and services to positively impact lateness. They will also support learning at home as well as the family's social and emotional needs.

How we will measure progress:

The half termly Data Capture periods with analysis that informs the planning and intervention for the next half term includes a forensic analysis of our groups and the gaps analysis for each individual, group and cohort. Writing Moderation takes place each half term to support with identifying PP progress and further needs. We also review attainment and progress in World Ready skills and foundation subjects which help us to ensure our PP students are performing in a broader context and have the highest possible attendance, positive behaviour and behaviours / attitudes to promote good learning. Where any gaps are identified the SENCo, Key Stage Leader (a member of LG) and the Class Teacher review next steps and feed directly into planning and intervention strategies. The cycle continues throughout the year.

How we will review the success of our strategy:

We review 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 will also update the proposed strategy 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. We will also have lessons learnt shown through our review of the Film Factory this year and through our GGL Federation partnership work and SSE.

Karen Bastick-Styles – 2nd September 2019.

GREENSIDE FILM FACTORY
Pupil Premium Grant Expenditure
2018-2019

1.	Teacher to work across KS2 - Team Teaching	£30.000
2.	Deputy Head - part time	£10.000
3.	HLTA x1 half time	£15.000
4.	Additional TA – part time	£10.000
5.	Additional EYE x1 day per week	£5.000
	* Staffing costs are rounded up	£70.000
6.	Attendance <ul style="list-style-type: none"> • Meeting time and support • Morning sessions • Rewards 	£2000
7.	Specialisms	£1500
8.	Enrichment & Enhancement	£500 + £1000 (Trips)
9.	Y6 Boys – mentoring	£2000
	Y5 Boys - mentoring	£2000
10.	Home Learning Support	£500
11.	Uniform support	£350
		£70.000 + 7850 = £78.850

