

Pupil premium

All schools receive a payment, or Pupil Premium Grant (PPG), for each child who is registered for free school meals (FSM) , those who have a parent in the armed forces and those who have been in continuous care for six months or more - £1320. From April 2012 the Pupil Premium Grant was extended to include children who have been eligible for FSM at any point in the last six years. Schools receive £300 Pupil Premium, per child, for children in Early Years.

Greenfields currently has 15% of pupils who are eligible for pupil premium grant.

In the year 2016-17 Greenfields received £55,927, in 2017-18 it is predicted that we will receive £58,333.

We use data sources to help us identify barriers to attainment in school including RAISE online, the Education Endowment Foundation, staff & pupil consultation & attendance records.

Barriers to future attainment (for pupils eligible for pupil premium)

In school barriers (issues to be addressed in school)	
1	Children on PPG need to develop good self esteem enabling them to access learning.
2	Children on PPG need to develop good learning behaviours, learning to learn.
3	Children on PPG need to develop social skills to enable them to build relationships and work successfully with their peers.
4	Children on PPG have a lower baseline in reading and writing, Greenfields aims to diminish the difference each year and ensure children on PPG are working within age related expectations.
5	Children on PPG have a lower baseline in Maths. Greenfields aims to diminish the difference each year and ensure children on PPG are working within age related expectations.
6	Poor speech and language skills & English as an additional language (EAL).

External barriers (which also require action outside school)	
1	Attendance
2	Social factors (family break up, domestic violence, children services involvement)
3	Home learning environment
4	Attitudes to education & education as a lower priority in the family
5	According to the Index of Multiple Deprivation 2015 South Oxhey is one of the most deprived areas in Hertfordshire

Desired outcomes	Success criteria
Children will develop good self esteem enabling them to access learning.	PPG children will value their own ability showing that they have pride in what they have achieved & diminishing the difference between them and their peers. They will showcase their learning to other children in school.
Learning behaviours improve	PPG children will show their willingness to learn, evidence in class shows improved attitude to learning.

Improvement in social skills enabling children to build relationships and work successfully with their peers.	Reduction of incidents in outdoor play & collaborative tasks.
Speech and language skills will improve	Skills will improve enabling better communication and helping children to achieve age related expectations.

Provision 2017-18

To be reviewed July 2018

We are using our Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies.

Initiative	Cost, percentage of allocated funding, potential gain.	Action/Intervention/ approach	Success criteria	Impact – Diminishing the Difference
Social & Emotional wellbeing	£11805 +4 14%	Nurture group 2 adults – 4 children daily 3 hours in the morning	<i>Improved sense of wellbeing and increased confidence.</i> <i>Pupils able to engage more effectively in learning.</i>	<i>Children maintained successful sessions in school.</i>
		1:1 TA to support at all times TA to work with child to offer support and use strategies to increase self esteem and feeling of safety.	<i>Identified children will take responsibility for their behaviour.</i>	
		Lego therapy 1:1 support – SDQ pre and post to measure impact	<i>Pupils able to identify emotion, label it and problem solve to help regulate emotions.</i>	<i>SDQ scores showed decrease following intervention</i>
		Drawing & Talking 1:1 support – SDQ pre and post to measure impact	<i>Ability to begin to self regulate.</i>	
		Sand tray therapy 1:1 support – SDQ pre and post to measure impact		
		Play therapy 1:1 support – SDQ pre and post to measure impact – longer term support. Meetings with family & regular contact with therapist.		<i>Regular reports from therapist, children showing excellent engagement with the therapy</i>
		£1200 2%	Step on training 3 full days training Cascading to staff team –	

		1 day x2 plus shorter lite bite twilights		<i>Training completed and delivered to all staff. Needs revisiting as new staff have joined the school.</i>
		Playground drop in Family support worker available during lunch and playtimes.		
		Mediation training for pupils to reduce the number of incidents during outdoor play		<i>Training provided by external agency.</i>
		Breakfast club & after school club – social support	<i>Calm morning before school, social support during after school.</i>	<i>Used regularly as a supportive tool and children more settled as a result.</i>
Parental involvement (SDP priority)	£4118.40 7% +3 months	Parent support worker	<i>Families able to access support when needed.</i>	<i>11 children with TAF support</i>
		Parent to Parent course	<i>Families learning about learning and growth mindsets.</i>	<i>ongoing recruitment of new facilitators and delivery to new families.</i>
Personalised learning (SDP priority - Maths)	£20,592 34% +3 months	1:1 and small group intervention Reading Writing – Write away together Numeracy – Jigsaw maths EAL Fine motor – Warwickshire Intervention programme for schools Speech and language – targets set by therapist delivered by TA	<i>Children will make good progress from their starting points. Pupil premium children who are also SEN –one page profile document shows strengths as well as progress through achievement of targets.</i>	<i>School SATS results increased. PPG specific targets in place and monitored showing children have made good progress.</i>
	+4 months £1029 2%	Phonics – small group phonics tailored to capability.	<i>Reading level is at age related expectations.</i>	<i>Maintained phonics test results.</i>
	+2 months £514 1%	Homework support – Education City access	<i>Majority of children accessed home learning.</i>	<i>Accessed by majority of PPG children</i>

	+8 months £1029 2%	County support around feedback. Also maths / literacy advisors to support QFT	<i>Feedback is effective and manageable, maths and literacy advisors to offer support around teaching of maths and literacy for children accessing PPG.</i>	<i>Most children made progress in maths and literacy</i>
	+8 months £3118 5%	Metacognition - training about Growth mindset & inquiry based learning.	<i>Children to learn to be learners & achieve more through an inquiry based approach.</i>	<i>More children persevering with tasks they find difficult and contributing to class room learning through discussion.</i>
Booster for years 4-6	£5148 10%	Additional TAs for literacy / numeracy 5 mornings a week	<i>Gaps identified and children supported in areas of need. Children make better progress in Maths</i>	<i>Due to staffing issues there wasn't an additional staff member in year 6. Additional TAs worked with guided groups and some children made good progress.</i>
		Breakfast club targeted support for year 6		
		Additional teacher year 6 to support with literacy & maths.		
Enrichment opportunities & life skills	+2 months £5148.00 8%	Support with payment for year 6 journey Skills force Cooking Musical instrument lessons Theatre trips	<i>Children able to widen their life experiences through school.</i>	<i>Children have shown enthusiasm and had more discussion/opinion around trips out, developing their speech and language as well as their risk management skills.</i>
Outdoor learning	+4 months £1544 2%	Outdoor rangers yr 2 & 3 1 afternoon per week.	<i>Self confidence, awareness of risk and safety</i>	<i>Children have developed confidence which shows in the classroom.</i>
South West Herts Partnership	£3088 5%	Families First Assessment support & administration. TAF meetings, support in	<i>Children are supported by the CAF process with a family worker</i>	<i>Families are supported, attendance</i>

the home.

visiting the home as well as support through school.

improves so more learning is accessed. Children feel more settled and make better progress.