

1. Summary information					
<b>School</b>	Greenfields Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	53,660	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	191	<b>Number of pupils eligible for PP</b>	42	<b>Date for next internal review of this strategy</b>	October '19

## Preface

*“There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So high quality teaching must be at the core of all pupil premium work.”*

*John Dunford*

*National Pupil Premium Champion 2013-2015*

At Greenfields we believe every child matters and strive for pupils to achieve the best they possibly can. We prioritise effective teaching above all to close attainment gap. 20% of our pupils receive extra funding from the Pupil Premium Grant. We also believe that whilst academic ability is important, the children we educate come from quite disadvantaged backgrounds (South Oxhey is the 3<sup>rd</sup> most deprived area in Hertfordshire), and we also believe that we should use our school's Pupil Premium Grant to fund experiences and inspire children. Therefore we use the PPG to pay for a range of activities as well as academic support and intervention.

At Greenfields, our Pupil Premium funding is used to help remove barriers to learning in order to:

- Close the attainment difference between pupil premium pupils and their peers nationally;
- Support pupils well being and mental health;
- Ensure high attainment of more able pupil premium pupils;
- Increase pupils' self esteem and confidence;
- Provide pupils with enriching experiences both inside and outside school;
- Improve attendance and punctuality of PPG pupils.

We have a particular focus on vocabulary and reading and have prioritised CPD on this. Every PP child in Key Stage 1 and EYFS is heard read every week on top of usual classroom practise. Pupil Premium pupils in KS2 are also prioritised for extra reading throughout the week. Much of our PP funding is used to pay for a specialist Phonics and Reading TA who enables us to differentiate phonics teaching in every class up to Year 2 and supports the teaching of reading across these classes.

Pupil Premium funding also focuses on pupil need and well being. The PPG also supports our families and children in emotional and practical aspects of their lives. It is used to pay a percentage of our Family Support Worker and our Nurture Team. Many of our disadvantaged children struggle with day to day interactions with others, and both of these roles play a part in supporting these children with managing their emotions and behaviours.

In a recent survey of our pupils in Years 4- 6 the vast majority of pupils stated that the adults, resources and learning partners in school help them to learn best. When asked about what stops them from learning, common threads were around distraction from others, hunger and tiredness.

2. Current Attainment									
	No. of PP pupils	Reading		Writing		Maths		RWM	
Key Stage 2	5 (6)	School	National (non-disadvantaged)	School	National (non-disadvantaged)	School	National (non-disadvantaged)	School	National (non-disadvantaged)
Progress score 2019		2.84	0.00	2.89	0.27	-0.64	1.73	0.0	61.1
EXS		60%	78.1%	60%	78.5%	40%	78.7%	40%	64.8%
GDS		0%	26.9%	0%	20.2%	0%	26.6%	0%	10.5%
KS1	5	School	National	School	National	School	National	School	National
EXS		60%	74.9%	40%	69.2%	40%	75.6%	40%	64.6%
GDS		27%	25%	4.5%	14.8%	18%	62.3%		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Achievement of PPG pupils against non-PPG pupils is lower at the end of all three key stages in Reading and Writing.
B.	Achievement of PPG pupils compared to non-PPG pupils is lower at the end of all three key stages in maths.
C.	Higher than national average percentage of pupils with SEN support: 30/191 (National 14.9% Greenfields 15.7%), (National 3.1% Greenfields 3.1% )
D.	Self regulation is poorer for some pupils who are PPG. Some PPG pupils need support developing self esteem, resilience and good learning behaviours.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Attendance for PPG pupils is below that of non-PPG (persistent absence is higher within the PP group – 43% of PPG pupils are persistent absentees 2018/19)
F.	Pupils have lower aspirations for their future lives. Education has a lower priority within the family setting. Parental engagement in one particular class (where there is the highest concentration of PP pupils – 11/22 50%) is poor - attendance at parent workshops, class meetings, home learning tasks, reading at home. At one recent how to help session only 9% of parents attended, 0% PPG
G.	Social Factors: (Family Trauma, DV, Mental Health Needs and Involvement of Children's Services) South Oxhey is one of the most deprived areas in Hertfordshire

<b>4. School Context 2019/20</b>				
<b>Number on role (N – Y6):</b>	<b>191</b>			
<b>Number of children eligible for PP:</b>	<b>38</b>			
<b>Number of boys:</b>	<b>18</b>			
<b>Number of girls:</b>	<b>20</b>			
<b>No of SEND:</b>	<b>30</b>			
<b>No of LAC/SGO:</b>	<b>1</b>			
<b>No of EAL pupils:</b>	<b>3</b>			
<b>Main ethnic groups:</b>	<b>White UK</b>			
<b>Social Deprivation Indicator:</b>				
<b>Total budget allocation:</b>	<b>50,160</b>			
<b>Pupil Premium Cohort by Year Group</b>			<b>Disadvantaged – not eligible for PPG</b>	
<b>Year group and number in cohort</b>	<b>% of year group</b>	<b>No of pupils</b>	<b>% of year group</b>	<b>No. of pupils</b>
<b>N (23)</b>	<b>17%</b>	<b>4</b>	<b>4%</b>	<b>1</b>
<b>R (21)</b>	<b>14%</b>	<b>3</b>	<b>4%</b>	<b>1</b>
<b>1 (28)</b>	<b>14%</b>	<b>4</b>	<b>11%</b>	<b>3</b>
<b>2 (27)</b>	<b>19%</b>	<b>5</b>	<b>11%</b>	<b>3</b>
<b>3 (21)</b>	<b>24%</b>	<b>5</b>	<b>10%</b>	<b>2</b>
<b>4 (27)</b>	<b>15%</b>	<b>4</b>		<b>0</b>
<b>5 (19)</b>	<b>21%</b>	<b>4</b>	<b>24%</b>	<b>5</b>
<b>6 (25)</b>	<b>52%</b>	<b>13</b>		<b>0</b>
<b>Total</b>		<b>42</b>		<b>15</b>

<b>Desired Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils attainment is in line with age related expectations in Phonics, Reading and Writing	<ul style="list-style-type: none"> <li>Percentage of disadvantaged pupils achieving age related expectations will be in line with national expectations.</li> </ul>
<b>B.</b>	Pupils attainment is in line with age related expectations in Maths	<ul style="list-style-type: none"> <li>Percentage of disadvantaged pupils achieving age related expectations will be in line with national expectations.</li> </ul>
<b>C.</b>	Learning behaviours, self esteem and resilience of PPG pupils continue to improve	<ul style="list-style-type: none"> <li>Evidence that PPG pupils are engaged and taking responsibility for their learning consistently.</li> </ul>
<b>D.</b>	Attendance of PPG continues to improve and persistent absence decreases.	<ul style="list-style-type: none"> <li>Attendance for PPG pupils is in line with national expectations</li> <li>Persistent absenteeism is narrowed and is inline with national expectations (reduced to 10%) Punctuality is improved.</li> </ul>
<b>E.</b>	Education is seen as a higher priority within the family.	<ul style="list-style-type: none"> <li>PPG families work in partnership with the school and support pupils with heir learning. Homework is completed.</li> </ul>
<b>F.</b>	Parental Engagement improves	<ul style="list-style-type: none"> <li>Parental engagement improves to 75% of all meetings/events offered to PPG families</li> </ul>
<b>G.</b>	PPG pupils - Safeguarding/SEMH needs are met.. Disadvantaged pupils are well supported emotionally and are able to support themselves effectively with self help strategies.. Children have access to and are supported by a range of provision that supports their mental health and well being.	<ul style="list-style-type: none"> <li>Post SDQs where appropriate show an improvement</li> <li>Behavioural log incidents decrease</li> <li>Evidence that PPG families are working in partnership with school and appropriate outside agencies to improve outcomes for pupils</li> </ul>

5. Planned expenditure					
Academic year	2019-20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Diminished difference in Reading and Writing Disadvantaged and All pupils in all year groups.</p> <p>Good or better progress for all PPG cohort in Reading, Writing &amp; Maths in KS1 &amp; 2.</p>	<p>Staff training on teaching phonics and supporting readers. Differentiated phonic groups. Guided Reading taught in the morning when classes have additional adult support. Writing moderation regularly throughout the year. Staff to attend external moderation clusters.</p> <p>Booster groups taught by senior staff (Head, Deputy, Year 6 teacher).</p> <p>Targeted intervention teacher for R/KS1 to focus on Early Reading and Phonics.</p>	<p>Research (Sutton Trust) suggests that 1:1 and small group work with a highly skilled professional enables pupils to make gains in learning.</p> <p>The EEF toolkit shows strong evidence that a focus on phonics will have a positive impact (4+ months).</p> <p>EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p>	<p>Progress of children in the groups will be monitored at Pupil Progress Interviews termly.</p> <p>Half termly reviews of pupils in key year groups (1, 2 &amp; 6) to check progress and review strategy.</p> <p>Use INSET days to deliver training. (maths Fluency, Reading Fluency and SEND)</p> <p>TA training on supporting groups effectively.</p> <p>Learning Walks across the focus areas teaching show clear progress.</p> <p>HfL advisers to support SLT in monitoring for effectiveness.</p> <p>Visits and support from HfL.</p>	JE/KD	February 2020
<p>Pupils make good or better progress and attainment is in line with age related expectations in Maths</p>	<p>Staff training on teaching fluency to support the overlearning of key mathematical skills.</p> <p>Maths fluency training</p>	<p>Research (Sutton Trust) suggests that 1:1 and small group work with a highly skilled professional enables pupils to make gains in learning.</p> <p>EEF trials have shown how, when</p>	<p>Use INSET days to deliver training.</p> <p>TA training on supporting groups effectively.</p> <p>Learning Walks in maths show PP pupils making progress</p>	KD/KM	February 2020

	<p>for all staff including TAs. Maths taught each morning when all classes have additional support. (TAs)</p> <p>Booster groups taught by senior staff (Head, Deputy, Year 6 teacher).</p>	<p>properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p>	<p>HfL advisers to support SLT in monitoring for effectiveness</p> <p>Visits and support from HfL</p>		
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**Total budgeted cost** £7,700

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Learning behaviours, self esteem and resilience of PPG pupils continue to improve. Vulnerable pupils are provided with effective emotional and behavioural support.</p>	<p>Funding of nurture lunchtime club</p> <p>Transport to/from Acorn Centre where necessary</p> <p>Training of lunch staff to engage prosocial behaviour in all pupils</p> <p>Step on training</p> <p>Funding of intervention time with our Wellbeing Practitioner.</p> <p>Staff training on meta cognition and self regulation</p>	<p>The EEF state that Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. (+4 months)</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p>	<p>Monitoring of behaviour log should show a reduction in incidents</p> <p>Improvement in SDQ scores at the end of 1:1 interventions</p> <p>Learning walks/lesson observations note effective use of collaborative learning strategies and self regulation</p>	NW/KD/JE	February 2020

There is bespoke support for vulnerable pupils and they are provided with effective strategies and support that ensures they feel included and are 'ready to learn'.	FSW supporting of vulnerable families. Nurture room/staff provision (VN/DP) – targeted support of key vulnerable pupils. Drawing and Talking & Lego Therapy	There is a growing evidence base that pupils are experiencing greater pressures than previous generations through social media, peer group issues and home situations.  Green paper: Transforming Children & Young People's Mental Health Provision	Termly DSP update meetings Regular attendance reviews Daily monitoring of key pupils Regular communication with parents Regular inclusion team meetings	NW/KD/JE	February 2020
Parental Engagement improves. Education is seen as a higher priority within the family.	How2Help sessions Parental questionnaires Weekly Marvellous Me texts	Well being and good relationships with and between pupils and their families are essential to learning.	Improvement in homework response Increase in parental attendance/engagement at workshops/assemblies	KD/JE	February 2020
PPG pupils - Safeguarding/SEMH needs are met	Membership of the South West Herts Partnership – Families First Support for families at home and in school as appropriate Funding for our wellbeing practitioner to deliver 1:1 interventions	Robust safeguarding procedures support pupils' long term well being.	Monitoring of behaviour log should show a reduction in incidents Improvement in SDQ scores at the end of 1:1 interventions	NW/KD/JE	February 2020
<b>Total budgeted cost</b>					42,740
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Attendance of PPG continues to improve and persistent absence decreases.	All staff aware of persistent absentees in their class. Office telephone daily to find out reasons. Attendance rainbow initiative Family meetings with AIO/HT/FSW Door knocks where	NfER briefing for school leaders identifies addressing attendance as a key step to improving attainment.	Attendance is a key focus at SLT meetings/staff briefing/office team meetings and assemblies Attendance facts are shared with parents weekly on the school App.	KD	Dec 19

	possible				
<b>Total budgeted cost</b>					3,220



