

Pupil premium strategy statement

School overview

Metric	Data
School name	Greenholm Primary
Pupils in school	631
Proportion of disadvantaged pupils	28.5%
Pupil premium allocation this academic year	£237,600
Academic year or years covered by statement	Sep 2019-July 2020
Publish date	01/12/19
Review date	01/10/19
Statement authorised by	Gill Turner/Steve Shorrocks
Pupil premium lead	James Bird
Governor lead	Steve Shorrocks

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.3
Writing	-1.3
Maths	+0.5

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	85%
Achieving high standard at KS2	15%
Measure	Activity
Priority 1	Additional teaching staff employed in key year groups. Capacity increased to provide targeted group and individual support to raise standards in core areas and support the needs of the highly able. Year 1 – 0.5 Additional teacher Year 2 – Additional Teacher Year 4 – Additional Teacher Year 5/6 – 0.5 x2 Additional Teacher KS1 – 0.5 Additional teacher Reading Recovery

	TA support across school in key year groups with a strategy to provide higher levels of staffing in EYFS/KS1
Priority 2	Raising levels of reading skills and vocabulary across the school to support accelerated progress in literacy, developing key skills of PP children needed to access other areas of learning in the wider curriculum.
Barriers to learning these priorities address	Staff/Leadership using up to date data showing who PP are and what their starting points are for attainment/progress.
Projected spending	£129,500

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	For PP to make better progress than national average and nonPP cohort and attain in line with school's overall target	Sept '21
Progress in Writing	For PP to make better progress than national average and nonPP cohort and attain in line with school's overall target	Sept '21
Progress in Mathematics	For PP to make better progress than national average and nonPP cohort and attain in line with school's overall target	Sept '21
Phonics	For PP to make better progress than national average and nonPP cohort and attain in line with school's overall target	Sept '21
Other	For Nurture group SDQs so show progress. For PP attendance to be in line with national average	Sept '21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Support key children who are off track with reading in KS1 with an intensive Reading Recovery programme
Priority 2	TA/Additional adult led interventions, co-ordinated through the Provision map, support key children in making accelerated progress.
Barriers to learning these priorities address	Key gaps in learning identified and filled to support progress
Projected spending	£48,300

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Develop social and emotional support for PP children:</p> <ul style="list-style-type: none"> - Investment in sports and health mentors providing enriched extra-curricular opportunities - Providing play therapy to support children through one-to-one and group sessions - Additional staffing and training to develop nurture programmes, supporting children's emotional health and wellbeing and social interaction
Priority 2	Employing an inclusion assistant who has responsibility for co-ordinating an increase in attendance and punctuality for PP children
Barriers to learning these priorities address	Supporting children who have additional emotional needs or inconsistent attendance to ensure they are present and able to learn
Projected spending	£50,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring additional staffing levels provide appropriate impact on attainment and progress of the cohorts they are working with.	Performance management identifies clear attainment/progress targets, identify strategies to achieve this and then impact monitored.
Targeted support	Identifying key children, ensuring they have specific needs that can be met in short interventions and evidenced	Staff training for TA's develop skills needed and Provision Maps clearly show children accessing provision and their progress
Wider strategies	Identifying and engaging children who would benefit and ensuring staff are on board and understand the rationale behind strategies.	Staff training linked to PP/Vulnerable children gives staff overview of additional provision and gives a platform for them to recommend key children.