# Statement and review of pupil premium strategy– Green Lane School

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| 1. **Summary information** | | | | | |
| **School** | Green Lane School | | | **Type of SEN (e.g.PMLD/SLD/MLD etc.)** | Complex |
| **Academic Year** | 2017/18 | **Total PP budget** | £97,603 | **Date of most recent PP Review** | - |
| **Total number of pupils** | 155 | **Number of pupils eligible for PP** | 71 | **Date for next internal review of this strategy** | Sept. 2018 |

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| 1. **Current attainment** | | |
|  | ***Pupils eligible for PP*** | ***Pupils not eligible for PP*** |
| **% of pupils meeting or exceeding their personal progress targets in English** | **92%** | **90%** |
| **% of pupils meeting or exceeding their personal progress targets in Maths** | **91%** | **90%** |
| **% of pupils meeting or exceeding their personal progress targets in PSHE** | **92%%** | **93%%** |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | |
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| **In-school barriers** | |
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| **External barriers** | |
| **A.** | There are a number of pupils eligible for PP whose attendance is below the school target figure of 95%. |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Improve the personal targets for progress in ICT to 85% off PP pupils meeting or exceeding their personal targets. | By the end of academic year 2017/18 our data will show that 85% off PP pupils met or exceeded their personal targets in ICT. |
|  | Improve the personal targets for progress in PSHE to 85% of PP pupils meeting or exceeding their personal targets. | By the end of academic year 2017/18 our data will show that 85% off PP pupils met or exceeded their personal targets in PSHE. |
|  | Increase attendance rates for pupils eligible for PP. | Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance to improve to 95% in line with other non PP pupils. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year:** | **2017 - 2018** | | | | |
| The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improve the attendance rate for all pupils to 95% for the school year. | Working closely with the LA Attendance Officer via an SLA we will identify those pupils whose attendance is below our target figure of 95%. Particular attention will be given to those pupils eligible for PP. | * Last year our attendance figure across the school was 93.7%. A number of pupils eligible for PP fell below that figure. If they are not in school it is unlikely they will make the expected progress targets. * The LA Attendance Officer will be tasked to contact families of pupils whose attendance is below our target figure and encourage them to attend regularly. * Termly attendance reports will be sent to parents via Records of Achievement. * First day of absence will trigger a phone call from the school office. | We have experience of working closely with the LA Attendance Officer who will be able to monitor our attendance figures closely and compare them with other schools within the LA | Head | Termly meetings with a full review at the end of the year which will feed into our evaluation of the use of PP funding. |
| Improve the PSHE outcomes for pupils eligible for PP so they are in line with their peers. | PSHE Coordinator to focus on the progress of pupils eligible for PP when reviewing the PSHE curriculum. | * We want to ensure pupils eligible for PP make as good progress in PSHE as their peers within key stages 2-4. * There was a 14% progress difference last year between the two groups. | The PSHE coordinator will be given times and resources if required for purchasing relevant materials for use with our pupils.  PSHE Coordinator and SLT will carry out a series of learning walks to look at the teaching of PSHE. | PSHE Coord. | Termly meetings with a full review at the end of the year which will feed into our evaluation of the use of PP funding. |
| Improve Speech and Language skills across the school. | Continue to fund 1 x Level 4 HLTA to deliver speech and language programmes. | We have invested in a HLTA for Speech and Language using the PP grant over the past three years. The impact has been very positive and as a result pupils eligible for PP have met or exceeded their personal targets 89% across the school. | Termly meetings between class teachers and Speech and Language HLTA to discuss programmes and pupil progress.  Termly meetings with DHT and Data Manager to discuss pupil data and progress. | DHT  Data  Manager  S+L HLTA | Termly with a full review at the end of the year which will feed into our evaluation of the use of PP funding. |
| **Total budgeted cost** | | | | | **£27,267** for a Level 4 HLTA for 5 days per week.  **£27,267** |

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| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improve English skills for pupils eligible for PP. | Continue to fund a Level 3 TA to provide English Intervention Strategies | We have invested in an Intervention TA for English using the PP grant over the past three years. The impact has been very positive (see data) and as a result pupils eligible for PP have met or exceeded their personal targets. | Termly meetings between class teachers and English Intervention TA to discuss programmes and pupil progress.  Termly meetings with DHT and Data Manager to discuss pupil data and progress. | DHT  Data  Manager  English Intervention TA | Termly |
| Provide pupils eligible for PP an iPad for their individual use in school. | For those pupils eligible for PP, and who do not already have an iPad, purchase an iPad for use in school. | We have previously purchased individual iPads for PP pupils. We have seen an improvement in their meeting or exceeding their personal progress targets in Computing. We believe that by supplying these PP pupils with their own iPads will continue to raise their progress. | We have previously purchased iPads for individual PP use. Our ICT coordinator will meet with class teachers discuss pupil progress.  Termly meetings with DHT and Data Manager to discuss pupil data and progress. | DHT  Data  Manager  ICT Coordinator | Termly |
| Improve Maths skills for pupils eligible for PP. | Continue to fund a Level 3 TA to provide Maths Intervention Strategies | We have invested in an Intervention TA for Maths using the PP grant over the past three years. The impact has been very positive (see data) and as a result pupils eligible for PP have met or exceeded their personal targets 89% across the school. | Termly meetings between class teachers and Maths Intervention TA to discuss programmes and pupil progress.  Termly meetings with DHT and Data Manager to discuss pupil data and progress. | DHT  Data  Manager  Maths Intervention TA | Termly |
| **Total budgeted cost** | | | | | 2 x Level 3 TAs =  2 x £20,542 for 5 days per week=  **£41,084**  10 x iPads @£350 each = **£3,500**  **Total = £44,584** |

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| 1. **Other approaches (including links to personal, social and emotional wellbeing)** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Continue to support pupils and their families to improve life chances. | Continue to Fund a Level 4 TA to provide a Family Support Worker role and have a key Safeguarding role. | We have invested in a Family Support Worker. She attends a variety of child and family centred meetings e.g. child in need, (CiN) or child in care (CiC). The impact has been very positive and as a result many families have been able to access services from a range of other agencies. | Weekly meetings with the FSW and Headteacher to discuss her caseload.  Termly meetings with DHT and Data Manager to discuss pupil data and progress. | HT  DHT  Data  Manager  FSW | Annually with a full review at the end of the year which will feed into our evaluation of the use of PP funding. |
| Fund any places on residential trips, individual activities e.g. swimming lessons, and play therapy for our pupils eligible for PP. | Continue to identify all PP pupils who want to attend a residential trip / want individual activities and fund their place. | Over the past three years we have encouraged PP pupils to attend a residential and we have covered the cost of these pupils, as well as funding individual activities This has allowed PP pupils to have a valuable experience outside of the family home, often for the first time. | We have had experience of running residentials over a number of years and of including pupils eligible for PP on these trips, often fundraising ourselves to cover the cost of the place.  A number of our pupils benefit from Play Therapy input and we fund this via Pupil Premium using a bought-in play therapist for 2 days per week. | EVC Coord. | Annually with a full review at the end of the year which will feed into our evaluation of the use of PP funding. |
| **Total budgeted cost** | | | | | 5 pupils x £200 = **£1,000**  **£25,545** for a Level 4 TA for 5 days per week.  **£1000** for any individual activities.  Play therapist 5 pupils at £55 per session x 30 weeks = £8,250  **Total = £43,045** |

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| **Overall budgeted costs for 2017-2018**  **Total Pupil Premium Grant available for 2017-2018**  **Projected Contingency/deficit** | **£106,646**  **£97,603 (includes carry forward)**   * **£9,043** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017/18 - Pupil Premium Grant + carry forward - £105,888** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Improve the attendance rate for all pupils to 95% for the school year. | Working closely with the Attendance Officer we met on a regular basis and targeted pupils whose attendance fell below 90% | Although we fell just short of 95% attendance for all PP pupils, our close monitoring of attendance, regular letters home to highlight attendance rates, visits by the Attendance Officer, Attendance meetings in school with parents, refusal to give permission for holidays in school time, all helped in improving pupil attendance. | We know that for some of our more sickly children their attendance may well be problematic at times. However we have found our approach to be successful and we will continue to approach attendance in this way. | SLA with LA for Attendance Officer. (From main school budget.) |
| Improve the PSHE outcomes for pupils eligible for PP so they are in line with their peers. | We changed toe PSHE coordinator in school as the previous member of staff had been on long term sick leave. We raised the profile of \PSHE within school. | Our whole school target for PSHE was that 85% of pupils would meet or exceed their personal targets. Our results showed that 92% of PP pupils met or exceeded their personal targets.  93% of other pupils met or exceeded their targets. | The PSHE coordinator has made a great start to the role and we will continue to build on this over the coming years. | None |
| Improve Speech and Language skills across the school. | We continue to fund 1 x Level 4 HLTA to deliver speech and language programmes to PP pupils | The impact has been very positive and as a result 95% of pupils eligible for PP have met or exceeded their personal targets 86% of other pupils met or exceeded their individual targets. | The targeted speech and language intervention has been successful in ensuring those pupils eligible for PP are supported. We will continue to fund and direct staff in this way. | £27,267 for a Level 4 HLTA for 5 days per week. |

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| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| To improve English skills for pupils eligible for PP. | Employ a teaching assistant to deliver English programmes for 5 days per week. | 44 pupils received 1:1 English support for at least one session per week which has had a major impact of their English outcomes with 92% of pupils eligible for PP meeting or exceeding their personal targets.  90% of other pupils met or exceeded their English targets. | This work has had a major impact on the English abilities of our PP pupils. This is a proven, successful model of support and we will continue to use this model in the future, funding permitted. | £20,542 for a Level 3 TA for 5 days per week. |
| To improve the mathematical outcomes of all pupils eligible for PP. | Employ a teaching assistant to deliver Maths programmes for 5 days per week. | 44 pupils received 1:1 Maths support for at least one session per week which has had a major impact of their Maths outcomes with 91% of pupils eligible for PP meeting or exceeding their personal targets.  90% of other pupils met or exceeded their Maths targets. | This work has had a major impact on the Mathematical abilities of our pp pupils. This is a proven, successful model of support and we will continue to use this model in the future, funding permitted. | £20,542 for a Level 3 TA for 5 days per week. |
| To improve the ICT skills of all pupils eligible for PP. | Purchase individual iPads for all pupils eligible for PP for use in class. | Data shows that. 93% of PP pupils met or exceeded their personal targets against 85% of other pupils. | The project proved very useful and we will continue to provide an iPad for new pp pupils. | 10 iPads x £350 = £3,500 |

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| **iii. Other approaches (including links to personal, social and emotional wellbeing)** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| To improve the support given to the pupils eligible for PP and their families. | Employ a level 4 TA to train as a family support worker (FSW). | Our FSW continues to attend family support, child in need, child in care, core group and child protection meetings. This has had a very positive impact in supporting pupils and their families and has enabled early intervention to take place. More than sixty pupils and their families have been supported over the past year. | This has become a vital area of our work. We need to expand the number of staff involved with working with families. This will happen in 2018/19. | £25,545 for a Level 4 TA for 5 days per week. |
| To provide opportunities for pp pupils to access extra-curricular activities | We will use an element of the pp grant to fund activities over the year. | 10 pp pupils were identified for a school residential and their places were fully paid for out of the pp grant. | We will look for other areas where we might support pp pupils access activities outside of the school day, e.g. dance / swimming lessons / play therapy | 15 pupils were funded either for a residential or for individual activities at a cost of **£1K.**  Play therapist 5 pupils at £55 per session x 30 weeks = **£8,250** |

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| 1. **Additional detail** |
| We used carry forward money to support our work with PP pupils. |