



Green Meadow Pupil Premium Plan 2019-20



Financial Year	Amount of Pupil Premium Funding
2018-19	£202,260
2019- 2020	£200,640

	2016 - 17	2017 -18	2018-19	2019-20
Number of disadvantaged pupils	167	157	146	Approximately 153 38%
Total with Service Children and LAC	175	164	154	1 LAC 3 Service Pupils Approximately 157 in total

What is Pupil Premium?

Pupil Premium is additional funding to help schools close the attainment gap between children from low income families and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years, has been continuously looked after for at least 6 months (LAC) (£2,300) or are a Service child (£300) the school receives an amount per head within their budget. This has risen each year to the current amount of £1320 per pupil.

Green Meadow Primary School is committed to ensuring maximum progress for all groups of children and strives to close any gaps. At Green Meadow Primary we actively promote equality of opportunity for all staff, governors, pupils and parents, creating a community where all can succeed.

We have a clear, strategic approach to the use of Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated robustly and on a regular basis. In depth analysis ensures that the correct support and strategies are identified to maximise progress of all pupils.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes one identified governor having responsibility for Pupil Premium, the Headteacher leading the development plan and a Pupil Premium Champion coordinating a strategic leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Governors ensuring that the school is held to account for the impact of spending.

Key Priority: To close the disadvantage gap by addressing inequalities and raising the attainment of those pupils in receipt of Pupil Premium funding.

Barriers to Learning:

- Oral language skills (reading and writing attainment is below expected levels as are Wellcom outcomes from Reception baseline for current Infant pupils).
- Limited life experiences; pupils can demonstrate a lack of resilience.
- Limited level of parental engagement in school life and pupil development. Education is not necessarily valued or given high priority. □ Emotional and behavioural difficulties.
- Limited vocabulary and understanding of language.
- Attendance and/or punctuality often due to medical need is an increasing difficulty.

What do we expect to see:

- Targeted additional support strategies which result in every pupil, however financially disadvantaged, being able to have full access to our curriculum and all our extra – curricular experiences. All disadvantaged pupils who are currently underperforming because of the impact of their barrier to learning will make improved progress leading to the narrowing of any attainment gaps between disadvantaged pupils and non-disadvantaged pupils, especially at the end of each key stage.
- Attainment across the school, but particularly at the end of each key stage, is in line with the national average for all groups of pupils. All disadvantaged pupils to make expected progress with a targeted number expected to make accelerated progress across the year.
- Underachieving disadvantaged children have targeted contact with school; parents encouraged and engaged and parental ‘share the learning’ workshop opportunities taken up leading to improved progress and attainment.
- Participation in school extra-curricular activities, clubs, trips, sport etc. is monitored and matches the school population.
- The impact of emotional and behavioural issues reduced on pupil progress and attainment. Pupils supported with emotional and behavioural issues so that they feel as secure as possible in school, have greater self-esteem and therefore have a greater chance of succeeding academically.
- Continued improved attendance and punctuality rates for targeted pupils.

Data Highlights from Summer 2019

EYFS					
2017		2018		2019	
	% of pupils achieving ELG		% of pupils achieving ELG		% of pupils achieving ELG
Disadvantaged Pupils (9)	40%	Disadvantaged pupils (17)	50%	Disadvantaged pupils	56%
Other pupils (60)	73%	Other pupils	73%	All pupils	72%

Difference	-33%	Difference	-23%	Difference	-16%
National gap (2017)	-	National gap (2018)	-	National gap (2019)	TBC (17/10/19)
Birmingham gap (2017)	-10%	Birmingham gap (2018)	-9%	Birmingham gap (2019)	TBC (17/10/19)

Gap between attainment of Green Meadow Disadvantaged and non-disadvantaged diminished by 6% from 2018 and 2019.

Year 1 Phonics					
2017		2018		2019	
	% of pupils achieving expected outcomes – cohort based		% of pupils achieving expected outcomes – cohort based		% of pupils achieving expected outcomes – cohort based
Disadvantaged Pupils (17)	89%	Disadvantaged pupils (11)	69%	Disadvantaged pupils	70%
Other pupils (44)	84%	Other pupils (49)	91%	All pupils	86%
Difference	5%	Difference	-22%	Difference	+16%
National gap (2017)	-16%	National gap (2018)	-	National gap (2019-85%)	+1%
		Birmingham gap (2018)	-9%	Birmingham gap (2019)	-

2019 by the end of Y2 all pupils (100%) had achieved phonic attainment. Gap decreased by 1% from 2018 – 2019.

KS1											
Percentage at expected or greater depth	2017			Percentage at expected or greater depth	2018			Percentage at expected or greater depth	2019		
	Reading	Writing	Maths		Reading	Writing	Maths		Reading	Writing	Maths
Disadvantaged Pupils (23)	50%	54%	50%	Disadvantaged pupils (18)	81%	67%	67%	Disadvantaged pupils	63%	31%	79%
Other pupils (38)	83%	81%	89%	Other pupils (43)	80%	70%	78%	All pupils	76%	53%	71%
Difference	-33%	-26%	-39%	Difference	+1%	-3%	-11%	Difference	-13%	-22%	+8%
National gap (2017)	-17%	-19%	-18%	National gap (2018)	-	-	-	National gap (2019)	(75%) +1	(69%) -16%	(76%) -5%
Birmingham Gap (2017)	-9%	-10%	-12%	Birmingham Gap (2018)	-11%	-12%	10%	Birmingham Gap (2019)	-	-	-

2019- Gap has increased in reading and writing from previous year. Significant increase in writing. PP attainment considerably lower. Gap diminishing in maths.

KS1											
Percentage working at greater depth	2017			Percentage working at greater depth	2018			Percentage working at greater depth	2019		
	Reading	Writing	Maths		Reading	Writing	Maths		Reading	Writing	Maths
Disadvantaged Pupils	8%	0%	8%	Disadvantaged pupils	14%	10%	10%	Disadvantaged pupils	0%	0%	0%
Other pupils	28%	11%	19%	Other pupils	28%	20%	25%	Other pupils	21%	7%	12%
Difference	-19%	-11%	-11%	Difference	-13%	-10%	-15%	Difference	-21%	-7%	-12%
National gap (2017)	14%	-10%	-12%	National gap (2018)	-	-	-	National gap (2019)	(25%) -4%	(15%) -8%	(22%) -10%
Birmingham Gap (2017)	-8%	-6%	-7%	Birmingham Gap (2018)	-10%	-7%	-9%	Birmingham Gap (2019)	-	-	-

2019- Gap increased between attainment of pp chn achieving GD and non pp chn. National gap is closing in regards to whole KS data.

KS2											
Percentage of pupils who attained a scaled score of 100 or +	2017			Percentage of pupils who attained a scaled score of 100 or +	2018			Percentage of pupils who attained a scaled score of 100 or +	2019		
	Reading	Writing	Maths		Reading	Writing	Maths		Reading	Writing	Maths
Disadvantaged Pupils (33)	48%	45%	48%	Disadvantaged pupils (27)	69%	38%	54%	Disadvantaged pupils	85%	77%	65%
Other pupils (27)	79%	76%	93%	Other pupils (33)	91%	79%	88%	Other pupils	88%	71%	75%
Difference	-31%	-31%	-45%	Difference	-22%	-41%	-34%	Difference	-3%	+6%	-10%
National gap (2017)	-7%	-7%	-11%	National gap (2018) - To national others	- (National all -75%)	- (National all -78%)	- (National all -76%)	National gap (2019) - To national others	(73%) +15%	(78%) -7%	(79%) -4%
Birmingham Gap (2017)	-11%	-10%	-13%	Birmingham Gap (2018)	-10%	-10%	-13%	Birmingham Gap (2019)	-	-	-

2019- PP chn out performed non PP chn in reading and writing. Gap significantly diminished in maths. Gap narrowing on national average.

KS2											
Percentage of pupils who attained at greater depth	2017			Percentage of pupils who attained at greater depth	2018			Percentage of pupils who attained at greater depth	2019		
	Reading	Writing	Maths		Reading	Writing	Maths		Reading	Writing	Maths
Disadvantaged Pupils	13%	3%	10%	Disadvantaged pupils	19%	0%	12%	Disadvantaged pupils	23%	4%	19%
Other pupils	24%	0%	24%	Other pupils	35%	12%	41%	Other pupils	34%		25%
Difference	-11%	3%	-14%	Difference	-16%	-12%	-30%	Difference	-11%		-6%
National gap (2017)	-4%	-3%	-4%	National gap (2018) - To national others	- (National all -28%)	- (National all -20%)	- (National all -24%)	National gap (2019) - To national others	(27%) +7%	(20%)	(27%) -2%
Birmingham Gap (2017)	-12%	-6%	-14%	Birmingham Gap (2018)	-12%	-8%	-13%	Birmingham Gap (2019)	-	-	-

2019- More PP chn achieving GD in reading, writing and maths than the previous year. Gap diminishing in reading and maths. Greater number of PP children achieving GD for writing than previous year.

PP Plan 2019/2020	Pupils on Roll:	Targeted pupils	Cost from PP funding TBC	New or continued	Monitored by / Impact	Impact
Focus	What this does					
To improve the rigor of monitoring and evaluation procedures for Disadvantaged Pupils.	<p>Ensures that PP pupils have high priority & that barriers to learning are identified & reviewed regularly.</p> <p>Additional support for PP pupils led by data analysis and evaluation.</p> <p>Support for teachers to have greater impact with PP children to diminish the gap.</p> <p>Monitoring and Evaluation procedures in a cycle of do, review and</p>	PP Pupils	Approx £70,000 With % of SLT and Pupil Premium Champion	Continued	Headteacher SLT PP champion	<p>High priority for Disadvantaged pupils in all M/E procedures.</p> <p>Planned timely interventions impact on achievement after M/E.</p> <p>Progress and attainment outcomes improve for disadvantaged pupils by closing the gap to Non-PP peers.</p>

	plan next steps. (Bi weekly)					
Parental Support Home School Liaison improved.	Parental engagement with school and their child (ren)'s learning improves. Parental attendance at workshops improves.	PP Pupils and parents	See Pastoral Support	Continued	Pastoral Manager Headteacher SLT PP Champion	Parental support to support with learning at home in key areas- initially Maths. Greater involvement of parents in workshops (hard to reach parents) and parent questionnaire.
SEN Support	Ensure that SEN PP Pupils make good progress. Support teacher with teaching strategies and interventions to support SEND PP pupils to make good progress.	PP Pupils (SEND)	£37,759 SLT and £51 for TA support	Continued	SENCO	SEN PP Pupils make at least expected and some better than expected progress.
CPD opportunities to improve Quality First Teaching.	Improve the quality of teaching and learning for all pupils with a focus in each class on disadvantaged pupils.	All pupils with a focus on PP pupils.	See Leadership	Continued	Headteacher SLT	Through Quality First Teaching teachers target disadvantaged pupils to improve progress and attainment of disadvantaged pupils.
Pastoral Support	Supports with behaviour choices to ensure maximum time is spent in class and prevent exclusions.	PP Pupils	£26,285	Continued	Pastoral Manager Headteacher SLT PP Champion	Behaviour choices supported with small group/ individual support. Barriers to learning have reduced impact on progress and attainment. Improved behaviour through focused

Attendance support	Ensures that PP pupil attendance is closely monitored and that absence does not have a negative impact on PP pupil progress.	PP Pupils	Approx £9,112	Continued	Pastoral Manager Headteacher SLT PP Champion	groups / individual support. Improved attendance leading to improved progress and attainment.
Pastoral Support	Children take part in social situations more successfully and/or develop resilience/ a set of strategies to deal with different situations.	PP Pupil's parents	See Pastoral Support	Continued	Pastoral Manager Headteacher SLT PP Champion	Children with emotional/behavioural needs: to have greater social skills and resilience in situations.
Provide Breakfast Club.	Ensures that pupils do not start school hungry. Improves attendance at school for PP pupils. Provides an opportunity for targeted parents to drop children earlier.	Targeted pupils PP Pupils	Approx £5,200	Continued	SLT Headteacher PP Champion	Raises concentration levels, improves health, builds self-esteem and improves punctuality.
Additional Curriculum opportunities and involvement in workshops and trips.	Provides an opportunity at school for pupils to complete homework when internet access and / or computer time at home may be limited. Support children to go on educational visits and workshops in and out of school during the year.	PP Pupils	Approx £6,000 curriculum	Continued	SLT Headteacher PP Champion	Enrichment opportunities presented to pupils to raise attainment. Y6 Supports pupils with limited opportunities at home for learning. Full participation in educational visits and academic and personal workshops in school.

Provide curriculum catch up programmes for identified pupils / individuals in specific year groups.	Provides pupils who require 'catch-up' programs to access the curriculum and have support to develop the skills required for age related expectations.	PP Pupils
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Continued	Headteacher PP Champion	Disadvantaged pupils make expected / accelerated progress and close the attainment gaps.
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Strategies showing impact to date:

- Attendance support
- Pastoral support
- Parent liaison – in key year groups (Year 2 and Year 6)
- Closer tracking of Year 6 pupils
- Enrichment opportunities

Tracking and intervention:

The progress and achievement of all pupils is monitored termly and pupil progress meetings identify next steps for individuals. The progress and achievement of PP pupils is monitored every half term.

Any pupil who is in need of behavioural/pastoral intervention is identified and support is put in place. This is led by the Headteacher, the SLT and the school Pupil Premium Champion.

All staff are fully aware of pupils in their class and any specific needs the pupils may have.

At Pupil Progress meetings all staff are held to account for the progress of all pupils and especially 'Diminishing the Difference' between non FSM pupils and FSM pupils.

Resources and staffing:

The contribution from pupil premium will provide a range of intervention programmes to help children reach their full potential in English and maths. E.g.; Read Write Inc, breakfast club, after school clubs, sports coach, Athletics.