

Pupil Premium Strategy Statement 2019-2020



Pupil Premium is a grant given to schools to be spent on ensuring that pupils that are or have previously been in receipt of free school meals (FSM), those that are or have been in local authority care and children of those working in the services make good progress in their learning. Progress of all pupils is carefully tracked and regular, half termly pupil progress meetings inform our decision making about mapping provision to need accordingly. At Greenway one of the main barriers we find to educational achievement is social and emotional well-being which results in negatively impacting on children’s focus to concentrate and learn. Therefore, some of the funding is prioritised on helping children to manage their feelings and behaviour in order for them to be emotionally and mentally in a place to learn. In addition, money is also spent on the core areas of English and Maths through delivering first quality teaching and targeted interventions to accelerate children’s progress. Funding is also used to ensure that the children benefit from the rich extra-curricular opportunities on offer to our children to support fostering children’s strengths and interests, raising self-esteem and providing them with new opportunities and experiences. In 2019/20 the school will receive approx. £25,000 Pupil Premium funding. Half-termly Pupil Progress meetings monitor and track all children’s progress and measure the impact of additional provision.

We do not publish details of PPG spend on our website as this may unwillingly identify pupils.

Budget allocation for the year £ 25,000	What is it spent on?	What Happens?	What is the desired impact? End of school year 2020	Impact?
	Counselling	Children experiencing significant social, emotional difficulties and/or with trauma/distress are identified and supported by 1:1 counselling sessions weekly with qualified counsellor.	Children can recognise, manage and self-regulate their feelings and emotions. Reduced behaviour incidents. Children are more emotionally secure and ready to learn. 100% of children are in class and accessing their learning from the start of the day. Children have had support to understand their emotional barriers and feelings	Children who received counselling made expected progress with their wellbeing



	<p>Staffing</p> <p>Teaching assistant (TA) First quality teaching support in class , pre-teaching , same day catch up as well as 1:1 or small group interventions delivered by Teaching Assistants</p>	<p>TA's are deployed to specific classes to support the learning of pupils. Children's barriers to learning identified and appropriate timely interventions put in place to accelerate progress First quality teaching is supported in class , pre-teaching , same day catch up as well as 1:1 , or small group interventions are delivered by Teaching Assistants</p> <p><u>This may include:</u> Meet and greet and setting up pupils to be ready to learn, on a daily basis. 'Time to talk' and 'time to calm' when required with an adult. Individual or small group social skills teaching One to one support and interventions for pupils to enable them to develop in to independent learners and reduce barriers to learning.</p>	<p>The gap between pupils who are disadvantaged and pupils that are not is reduced.</p> <p>Disadvantaged pupils make the same or better progress as their peers.</p> <p>Pupils are ready to come in to school and start their learning. Improved attendance. Pupils have access to trusted adults that they are able to 'talk through' any anxieties and therefore be able to move on with their learning with reduced distractions in the day.</p>	<p>Due to Covid 19 school did not Have formal assessment data to publish</p>
	<p>Inclusion co-ordinator</p>	<p>Pupils have opportunities to develop confidence, self-esteem and peer-relationships through targeted sessions such as protective behaviours, social skills groups, protective behaviours, drawing and talking and lunch clubs.</p>	<p>Pupils have had opportunities to develop their social relationships with peers in school which will impact positively on their social and emotional wellbeing and in turn their academic achievements.</p>	<p>Children have accessed additional support to help their emotional wellbeing</p>
	<p>Specialist Reading Intervention teacher</p>	<p>Identified pupils receive intensive individual reading teaching sessions to diminish the difference in attainment.</p>	<p>Pupils make good progress with identified small steps of learning. Pupils make progress in line with their peers</p>	<p>Due to Covid 19 school did not have formal assessment data to publish.</p>



	Lexia – A computerised reading intervention programme	Pupils identified at half termly pupil progress meetings to access Lexia.. Pupils access 3-4 Lexia sessions at school and have access to this at home, via a secure log in.	Pupils make progress in reading comprehension, spelling and demonstrate increased confidence.	Due to Covid 19 school did not have formal assessment data to publish. Greenway Primary & Nursery School
	Achievement for All Programme	Some pupils who are disadvantaged are selected to become part of a group alongside pupils who are not disadvantaged. The families of these pupils have allocated time with class teachers to work collaboratively to plan how to remove barriers to learning, focussing on the pupil's social and emotional wellbeing	Pupils achieve their outcomes and develop strategies to develop resilience and confidence to make continued or greater progress in their learning.	Families benefitted from personalised structured conversations with class teachers to discuss and decide strategies to support their children
	Financial assistance: Equipment Uniform Travel WACCY/Clubs School trips	Pupils are given the appropriate uniform and equipment. Pupils participate in school trips and activities. Financial support is provided for WACCY, after school clubs, sports clubs, music lessons. Pupils will have opportunities to access the same clubs as those who are not disadvantaged.	Pupil's confidence improves as they have a sense of being part of the school community. Children learn new sporting skills and successfully interact with others. All disadvantaged pupils participate in trips that build confidence and self-esteem.	Children had access to wider community via after school club Children had appropriate equipment and resources. Due to Covid 19 restrictions clubs and school trips ceased after March 2020. Families benefitted from weekly wellbeing calls, adapted work and resources and some from financial support as required