

Greatworth Primary School Strategy Statement 2018-19

School Overview

Pupils in school	65
Proportion of disadvantages pupils	2
PP Allocation this year	£2560 Total Spend £2560
Academic year or years covered in this statement	2018-19
Publish date	July 2018
Review date	July 2019
PP lead	Lesley Lutas-Brown
Governor Lead	

Disadvantaged pupil performance for last academic year

Measure	SUPP
Reading	SUPP
Writing	SUPP
Meeting expected standards at KS2	SUPP
Achieving high standard at KS2	SUPP

*Suppressed: in certain circumstances, the government will suppress an establishment's data. This is usually when there are 5 or fewer pupils or students covered by the measure. We avoid making these figures public to protect individual privacy.

Strategy aims for disadvantaged pupils

Measure	Barriers to learning
Priority 1: Improve teaching in learning in maths so that disadvantaged children make accelerated progress from their starting point.	Teachers need further training in how best to challenge children's thinking in maths Assessment information and task selection does not always challenge learners in maths
Priority 2: Children take responsibility for their behaviour and progress	Younger children do not always behave well when the school does not have visitors
Projected spending	Grant £2560 Budget Spending

Aim	Target	Target date
Progress in reading	Achieve national average progress scores in KS2 Reading (1)	July 2019
Progress in writing	Achieve national average progress scores in KS2 Writing (1)	
Progress in mathematics	Achieve national average progress scores in KS2 mathematics (1)	
Phonics	Achieve national average expected score in Phonics screening (1)	

Quality First & Whole School Teaching Strategies for 2018-19 (impact on disadvantaged pupils)

Measures	Activity
<p>Priority 1: Improve teaching in learning in maths so that disadvantaged children make accelerated progress from their starting point.</p>	<p>Purchase of White Rose Planning and Hamilton Trust websites to create more resources for teachers to use in lessons <u>£120</u> Purchase concrete resources for all classes across the school including: Numicon, place value counters; Deinnes apparatus and rods. <u>£210</u> Training and Subject Leader Training in how best to develop teaching in order to support and challenge all learners. <u>£100</u></p>
<p>Priority 2: Children take responsibility for their behaviour and progress</p>	<p>CACHE Level 2 studies by 5 members of staff to support children with autism. <u>No cost</u></p>
<p>Projected Spending</p>	<p>Concrete resources: White Rose Hamilton Trust Planning</p>

Targeted Support for 2018-19

Measures	Activity
<p>Priority 1: Improve teaching in learning in maths so that disadvantaged children make accelerated progress from their starting point.</p>	<p>1:1 Interventions offered to those children who are falling behind in maths. (20 sessions) After school booster club to ensure more able learners are suitably challenged <u>Total £1000</u> ARCH volunteer readers (<u>3 children £450</u>)</p>
<p>Priority 2: Children take responsibility for their behaviour and progress</p>	<p>Focus on marking policy and how best feedback can support their growth mind-set and self-reflection as learners. Maths SEN resource packs in place to support SEN learners. (from Maths resources) Visuals around school and regular monitoring to ensure that teachers and children understand the behaviour policy SEN strategies support those who need additional programmes for behaviour and social <u>thinking</u> (inc Word Aware £42.50; 1:1 Coaching Book £32 and SEN course) Training for staff by SALT and lead SENCO in social thinking <u>£230</u> Referrals in place for those children who need further assessment with Paediatrician. <u>SEN Budget</u></p>
<p>Projected Spend</p>	<p>Social Thinking books to support intervention: Maths Resource packs for SEN children 1:1 intervention Total £1680</p>

Wider strategies for 2018-19

Measures	Activity
Priority 1: Improve teaching in learning in maths so that disadvantaged children make accelerated progress from their starting point.	SENCO achieve the NASENCO qualification to better to support SEN learners and those with executive functioning school. Whole school approach to dyslexia and ASD and ADHD.
Priority 2: Children take responsibility for their behaviour and progress	Whole school monitoring and tracking of SEN , PP and more able learners in order that all children make good progress. Introduce One Page profiles to better support learners which supports their confidence, progress and behaviour. <u>Life Education Bus £450</u>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Teachers do not know how to improve challenge in maths teaching. Individual children's behaviour can impact on the progress of other learners.	teaching staff given CPD, time and evaluation to ensure that they effectively implement the changes to maths teaching. Whole school approach to rewards and sanctions and ensure that all children who lead by example are recognised.
Targeted support	Children do not know how to behave autonomously.	Whole school approach to the behaviour plan and social thinking intervention work.
Wider Strategy	There is no evidence or measure to show that behaviour and maths attainment has improved.	Systematic approach to monitoring and evaluation by senior leaders, pupil voice and governors.

Review of Year 2018-19

Quality First & Whole School Teaching Strategies for 2018-19 (impact on disadvantaged pupils)

Priority 1: Improve teaching in learning in maths so that disadvantaged children make accelerated progress from their starting point. ACTION	Outcome
Purchase of White Rose Planning and Hamilton Trust websites to create more resources for teachers to use in lessons	Progress in maths has improved year on year with a greater number of children achieving

Purchase concrete resources for all classes across the school including: Numicon, place value counters; Deinnes apparatus and rods. Training and Subject Leader Training in how best to develop teaching in order to support and challenge all learners.

WGD in KS2. This is well above average this year.

End of KS2	Greatworth		National	
	EXS	GDS	EXS	GDS
Reading	90%	40%	73%	28%
Writing	90%	10%	80%	20%
Maths	90%	30%	79%	24%
SPAG	90%	50%	78%	34%
Combined	80%	0%		
Reading and Maths	80%	10%		

Monitoring has identified that the children are using concrete resources and are able to explain their mathematical thinking using it. Children are more confident and have greater growth mind-set in sticking with difficult problems or questions that require reasoning about number rather than a straight answer. Teacher feel confident in delivering a White Rose curriculum.

Priority 2: Children take responsibility for their behaviour and progress

CACHE Level 2 studies by 5 members of staff to support children with autism.

Staff are confident and have been successful in 3 cases of completing referrals for assessment. Classrooms are now ASD friendly places and teachers use scripted language to support learners.

Projected Spending

Concrete resources:
White Rose
Hamilton Trust Planning