



# Greenleas Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                          |
|---|-------------------------------|
| School name   | Greenleas                     |
| Number of pupils in school  | 303                           |
| Proportion (%) of pupil premium eligible pupils                         | 18.5%                         |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 to 2024-2025        |
| Date this statement was published                                       | November 2021                 |
| Date on which it will be reviewed                                       | July 2022                     |
| Statement authorised by   | Sharon Edwards<br>Headteacher |
| Pupil premium lead  | Sharon Edwards<br>Headteacher |
| Governor lead   | Paul Fife                     |

## Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year                                    | £61,110        |
| Recovery premium funding allocation this academic year                                 | £9,899         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0             |
| <b>Total budget for this academic year</b>   | <b>£71,009</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

At Greenleas Primary School we have high expectations for all our pupils. We believe that all children should be in receipt of high quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn. Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, pastoral support, strong partnership with parents and external agencies and a personalised approach to meeting children's needs, every child will make strong academic progress across the curriculum and fulfil their individual social and emotional potential.

Strong leadership ensures that the Pupil Premium funding is allocated effectively each year to have the necessary impact across school so that pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, eradicating educational inequity.

Our current strategy supports these aims by ensuring pupils receive high-quality teaching in all subjects, but with a specific focus on mastery maths, reading and phonics. Our bespoke Greenleas curriculum provides children in receipt of Pupil Premium, with opportunities to develop into confident, independent and successful learners who will thrive in later life and make a positive contribution to society. Embedded into our practice is the importance of additional opportunities to support the wider learning of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum.

Leaders also use the funding to create opportunities for children to develop resilience, perseverance, self-esteem through quality, targeted and bespoke pastoral care for children and families and through staff expertise and the support of external agencies, for example, MHST, EPs etc... We acknowledge the direct link between our Pupil Premium children and those with SEND needs. Staff work closely with SEND leader to ensure a holistic approach to meeting their needs.

All strategies employed at Greenleas Primary School are evidence-informed using recommendations outlined by Education Endowment Foundation and The Sutton Trust.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | At the end of Key Stage 2 Pupil Premium children have lower attainment and some make slower progress than their peers. Some children have knowledge gaps, are also SEND and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant this gap has widened for a number of children. Aim to narrow the gap across R,W,M and S. |
| 2                | Some PP pupils have limited life experiences beyond home and immediate community, creating a cultural capital disadvantage. The pandemic has reduced opportunities further.   |
| 3                | Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to lack of self-belief, determination and resilience. At times they   |

|   |   |
|---|---|
|   | can struggle to reflect and evaluate their own learning and often lack confidence to improve. |
| 4 | Some pupils have lower attendance and punctuality than their peers.                           |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria   |
|--|--|
| Disadvantaged children will have full access to a high quality curriculum  | Through high expectations for all and an ambitious curriculum all children will take an active part in all curriculum areas. Barriers will be removed to ensure this is inclusive.   |
| Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and more specifically GLD and R,W and M.<br>The gap is narrowed in the progress and attainment of PP and other children, both in school and nationally | Through Quality First Teaching at all times and keep-up and pre/post teaching strategies children make at least expected progress at all key primary milestones<br>GLD in EYFS<br>Y1 Phonics<br>KS1 R,W,M<br>Y4 MTC<br>KS2 R,W,M and GPS   |
| Disadvantaged children will be supported emotionally and socially in order to fully access the curriculum and school life.<br>SEMH outcomes will improve across the school   | Through active MH support and high quality SEND support interventions will address individual needs at key times of need.<br>PHSE curriculum equips the children with the skills to support their own MH and wellbeing.<br>Key vulnerable families will be accessing extended services through e.g. Early Help |
| All disadvantaged pupils will meet at least national expectations for attendance   | Attendance is at least in line with other groups.<br>Persistent absence is halved for disadvantaged children.  |
| Improve the range of activities and experiences (cultural capital) which children would otherwise be unable to access or have missed opportunities due to the pandemic   | Ambitious and relevant curriculum ensures high quality cultural capital opportunities and a wide variety of experiences.<br>Children demonstrate positive attitudes towards learning. School values are developed.   |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [40,542]

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of phonics, R,W and M</p> <p>This includes cover costs and resources for:</p> <ul style="list-style-type: none"> <li>Phonics training and development</li> <li>Participation in Maths Mastery embedding programme</li> <li>EYFS/KS1 Number Sense</li> <li>National College to support effective T&amp;L strategies</li> </ul> <p>Time allocated for PP lead (SLT) strategic leadership<br/>Subject Leadership time (cost of cover)<br/>Coaching with ECT</p> | <p>Evidence from EEF 'Teaching and Learning Toolkit, Early Years Toolkit:</p> <p>Mastery learning<br/>Phonics<br/>Early number and literacy approaches.</p> <p>Sutton Trust: QFT has direct impact on student outcomes</p> <p>EEF The Guide to PP: A tiered approach to spending</p> | 1                             |
| DHT 0.6 Year 5 teacher  | <p>EEF The Guide to PP- teaching top priority<br/>Targeted academic support<br/>Smaller group tuition</p>  | 1, 3                          |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [21,616.14]

| Activity  | Evidence that supports this approach                                     | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional support for children requiring intervention (1:1 and small | <p>EEF teaching and learning Toolkit:<br/>Individualised instruction</p> | 1,2, 3,4                      |

|   |   |                 |
|---|---|-----------------|
| <p>group support) led by skilled and known TAs (additional hours)<br/>Cc SEND<br/>These include:<br/>Keep up sessions,<br/>Re teaching<br/>Emotional and social support<br/>Support within the classroom<br/>Whole school CPD – consistency</p>   | <p>1-1 tuition –<br/>small group tuition<br/>TA interventions (+SEMH)<br/>Targeted interventions match to specific pupils with particular needs can be effective, especially with older pupils<br/>Focusing on mastery learning, metacognition and self-regulation, language, reading</p> |                 |
| <p>Autumn Term 16 hrs<br/>Teacher to address Summer gaps and support progress<br/>Aut/Sp/Su – additional 2hrs per week</p>  | <p>EEF guide to PP – targeted academic support</p>  | <p>1,2, 3,4</p> |
| <p>Web based programme to be used in school and at home – consistency<br/>Purple Mash<br/>TT RockStars<br/>HeartSmart</p>   | <p>EEF digital technology – evidence technology approaches are beneficial for R,W and M practice.<br/>Also supports wider curriculum</p>  | <p>1,2, 3,4</p> |
| <p>Resources audited and additional purchased to ensure provision supports our ambitious curriculum within each department.<br/>These include:<br/>Decodable Reading books<br/>Books for enjoyment – including equality and diversity<br/>Foundation subject resources/experience<br/>First Aid Training (Y6)</p> | <p>EEF Teaching and Learning Toolkit – participation/language etc..<br/>Cultural learning alliance</p>  | <p>1,2,3</p>    |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [up to £9,000)

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Improve the range of experience which children</p> | <p>Learning is contextualised in concrete experiences and language rich environments</p> | <p>1,2,3,4</p>                |

|   |  |  |
|---|--|--|
| <p>would otherwise be unable to access:</p> <p>Cultural capital experiences threaded through the curriculum</p> <p>Access to extra-curricular activities</p> <p>Support with some of the cost of trips, residential</p> <p>Attendance at sporting events promoted to PP</p> <p>Active/outdoor learning encouraged.</p> <p>Well targeted and effective pastoral care to support full engagement in all aspects of school life.</p> | <p>EEF- sports participation increase engagement and outcomes</p> <p>Outdoor learning positive effects on academic, social and emotional outcomes.</p> |  |
| <p>Small contingency fund</p>   | <p>Own experience of an increase in disadvantaged children during the pandemic.</p> <p>Ability to respond to needs that have yet to be identified.</p> |  |

**Total budgeted cost: £ 71,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### COVID 19 statement

In the absence of any reliable assessment data from Summer 2020 and 2021 it has not been possible to undertake a meaningful review of the impact on standards of attainment and rates of progress of disadvantaged children. The next formal review will be the end of Autumn 2021 when the progress and attainment of disadvantaged pupils will be tracked internally at the usual 3 assessment points during the academic year 2020-2021

| Internal School Data<br>2020-21 | % all |     |     | %PP   |      |      | % Non PP |     |     |
|---------------------------------|-------|-----|-----|-------|------|------|----------|-----|-----|
|                                 | R     | W   | M   | R     | W    | M    | R        | W   | M   |
| <b>EYFS GLD</b>                 |       |     |     |       |      |      |          |     |     |
| Y1 TA R,W,M EXS+                | 78%   | 80% | 85% | 100%  | 100% | 100% | 77%      | 80% | 84% |
| LA TT data                      | 66%   | 58% | 67% | 45%   | 41%  | 49%  | 72%      | 64% | 73% |
| TT Benchmark                    | 67%   | 61% | 69% | 50%   | 43%  | 53%  | 72%      | 66% | 73% |
| Year 2 TA R,W,M EXS+            | 90%   | 83% | 78% | 86%   | 86%  | 71%  | 91%      | 82% | 79% |
| LA TT data                      | 66%   | 59% | 66% | 54%   | 66%  | 54%  | 71%      | 64% | 70% |
| TT Benchmark                    | 69%   | 61% | 69% | 54%   | 69%  | 53%  | 74%      | 66% | 74% |
| Year 3 TA R,W,M EXS+            | 89%   | 84% | 82% | 100%  | 100% | 100% | 88%      | 84% | 81% |
| LA TT data                      | 66%   | 55% | 65% | 57.2% | 45%  | 56%  | 70%      | 60% | 70% |
| TT Benchmark                    | 68%   | 57% | 66% | 53.5% | 41%  | 51%  | 73%      | 62% | 71% |
| Year 4 TA R,W,M EXS+            | 95%   | 86% | 86% | 90%   | 80%  | 80%  | 97%      | 88% | 88% |
| LA TT data                      | 70%   | 60% | 67% | 59.5% | 45%  | 55%  | 75%      | 68% | 72% |
| TT Benchmark                    | 70%   | 60% | 68% | 55%   | 44%  | 52%  | 74%      | 65% | 73% |
| Year 5 TA R,W,M EXS+            | 78%   | 53% | 68% | 50%   | 33%  | 50%  | 82%      | 56% | 71% |
| LA TT data                      | 65%   | 58% | 66% | 57%   | 49%  | 56%  | 70%      | 64% | 72% |
| TT Benchmark                    | 70%   | 60% | 67% | 56%   | 44%  | 52%  | 75%      | 65% | 73% |
| Year 6 TA R,W,M EXS+            | 72%   | 55% | 67% | 50%   | 38%  | 63%  | 77%      | 59% | 68% |
|                                 | 76%   | 68% | 71% | 65%   | 58%  | 61%  | 82%      | 73% | 77% |
|                                 | 77%   | 69% | 73% | 65%   | 55%  | 60%  | 82%      | 74% | 78% |

| % at least 4 steps<br>progress | Reading |      | Writing |      | Maths |      |
|--------------------------------|---------|------|---------|------|-------|------|
| Year 1                         | 1/1     | 100% | 1/1     | 100% | 0     | 0    |
| Average progress               | 4.0     |      | 4.0     |      | 3.0   |      |
| Year 2                         | 4/7     | 57%  | 5/7     | 71%  | 6/7   | 86%  |
| Average progress               | 4.6     |      | 4.6     |      | 5.1   |      |
| Year 3                         | 2/2     | 100% | 2/2     | 100% | 2/2   | 100% |
| Average progress               | 4.0     |      | 4.0     |      | 5.0   |      |
| Year 4                         | 9/10    | 90%  | 9/10    | 90%  | 5/10  | 50%  |
| Average progress               | 4.7     |      | 4.9     |      | 3.7   |      |
| Year 5                         | 1/6     | 17%  | 1/6     | 17%  | 0/6   | 0    |
| Average progress               | 3.0     |      | 2.0     |      | 2.4   |      |
| Year 6                         | 3/8     | 38%  | 5/8     | 63%  | 3/8   | 38%  |
| Average progress               | 3.5     |      | 4.5     |      | 3     |      |

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme                                | Provider      |
|--|---------------|
| Little Wandle Revised Letters and Sounds | Little Wandle |

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure  | Details   |
|--|---|
| How did you spend your service pupil premium allocation last academic year?    | TA support for Service PP when required<br>Some 1-1 sessions during lockdown                                |
| What was the impact of that spending on service pupil premium eligible pupils? | Supporting academic, social and emotional outcomes. Developing emotional resilience.<br>Improved attendance |