



Greenleas Primary School Pupil Premium and COVID19 Catch Up Strategy Statement 2020-21

This strategy covers both the Pupil Premium and COVID19 Catch Up strategies in place at Greenleas Primary School for the academic year 2020-2021. It outlines, in broad terms, the strategies adopted by Greenleas to effectively support pupils across the school. In response to the evolving situation, the strategy is subject to ongoing evaluation and adjustment.

School overview

Metric	Data
School name	Greenleas
Pupils in school	302
Proportion of disadvantaged pupils	11%
Proportion of children with Education and Health Care Plans	0.3%
Pupil premium allocation this academic year	57,385
Catch Up premium allocation this academic year	TBC
Total allocation covered by this strategy	£57385
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Pupil premium lead	SE
Governor lead	PF

Disadvantaged pupil progress scores for last academic year with statutory assessment – 2018/19 (including SEND)

2018-19 Data	% all pupils	% PP	% NON PP
EYFS GLD	75%	43%	81%
Y1 Phonics Check	82%	100%	81%
Y2 Phonics Retest	84%	91%	82%

End of KS1 National assessments reading, writing, maths EXS+ GD	80%,76%,85%	75%,75%,75%	82%,75%,87%
	35%, 24%,35%	25%,13%,38%	24%,38%,34%
End of KS2 National assessments reading, writing, maths EXS+ GD	82%,88%,80%	43%,71%,57%	88%,91%,83%
	24%,22%,37%	0%,14%,14%	29%,24%,41%
Year 1 Teacher assessments reading, writing, maths EXS+	82%,76%,82%	100%,100%,100%	81%,74%,81%
Year 3 Teacher assessments reading, writing, maths EXS+	65%,55%,62%*	63%,63%,50%	70%,62%,67%
Year 4 Teacher assessments reading, writing, maths EXS+	87%,79%,82%	71%,43%,81%	89%,86%,79%
Year 5 Teacher assessments reading, writing, maths EXS+	56%,49%,56%*	38%,38%,50%	60%,54%,57%

Measure 7 children	Score
Reading	-3.12 (-7.7 to -1.5); Average score 100
Writing	-0.22 (-4.4 to 4)
Maths	-1.96 (-6.0 to 2.0): Average score 101.7
Percentage attaining ARE in reading, writing and maths combined	43%
Percentage achieving higher standard in reading, writing and maths combined	0

AUTUMN 1 2020 TEACHER ASSESSMENT Baseline

ARE+	PP	READING		WRITING		MATHS		CATCH UP Aut	Also SEN
		SP2	AUT1	SP2	AUT1	SP2	AUT1		
YEAR 1	1	-	100%	-	100%	-	100%	-	0
YEAR 2	7	57%	57%	43%	57%	57%	71%	50%	43%
YEAR 3	2	100%	100%	100%	100%	100%	50%	-	0
YEAR 4	10	80%	80%	80%	80%	80%	90%	20%	20%
YEAR 5	6	83%	50%	83%	67%	33%	83%	16% *	33%
YEAR 6	8	100%	50%	38%	50%	50%	63%	38%	0

- Targeted through small group setting for lower attainers

Average progress		READING From Sp 2- Aut1	WRITING	MATHS
YEAR 1	1	NA	NA	NA
YEAR 2	7	3 steps	3 steps	2 steps
YEAR 3	2	4 steps	4 steps	3 steps
YEAR 4	10	3 steps	4 steps	4 steps
YEAR 5	6	4 steps	4 steps	5 steps
YEAR 6	8	2 steps	2 steps	3 steps

Strategy aims for disadvantaged and COVID19 Catch up pupils (over 3 years)

Aim	Target	Target date
Progress in Reading	Achieve national average attainment and progress scores in KS2 reading	July 2021
Progress in Writing	Achieve national average attainment and progress scores in KS2 writing	July 2021
Progress in Mathematics	Achieve national average attainment and progress scores in KS2 maths	July 2021
Phonics	Achieve at least 90% in PSC	December 2020 Y2 July 2021 Y1
Other	Monitor attendance of disadvantaged pupils to bring in line of non PP pupils	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>To provide targeted/bespoke intervention in reading (including phonics), writing and maths. Additional teacher and TA group and 1-1 work.</p> <p>EEF toolkit suggest that targeted interventions match to specific pupils with particular needs can be effective, especially for older pupils.</p> <p>SLT work closely with Band leaders ensuring children who require the support are identified and targeted.</p> <p>TAs to be upskilled in particular areas to maximise the impact and ensure there is consistency of approach, intervention is high quality and builds on quality first teaching.</p>
Priority 2	Reduction in class sizes in UKS2 for core subjects.

	The four groups will be facilitated by non-classed based deputy teaching the fourth group.
Priority 3	Embed work started on reading and phonics by ensuring that all staff have received quality training to deliver phonics scheme effectively and consistently.
Priority 4	Through the provision of counselling, positive MH sessions and social skills sessions address SEMH in order to support development and support them be conducive to learning. ADHD Foundation therapist supporting/delivering anxiety sessions, pastoral sessions and 1-1 work as and when required for individual pupils.
Barriers to learning these priorities address	Gaps in learning resulting from reduced attendance at school (lockdown) and inability to access online learning
Projected spending	£38,000 (staffing (TA AUT only)+ resources) + Spring TBC

Wider strategies for current academic year

Measure	Activity
Attendance and Access to Learning	Target outcome: 97%+ attendance for all pupils. Reduce number of persistent absentees within PP group Digital technology access planning for all pupils in response to further closures (survey outcomes) Target outcome: all pupils access learning in response to further outcomes
Social, emotional and mental health	Resources to support universal practices in the classroom Small group/individual intervention and support for social, emotional and mental health Development of pathways for effective support of students, including the involvement of external agencies. Target outcome: all pupils are supported effectively and appropriately Implementing COVID amended PE planning/teaching to ensure children have access to regular PE sessions.
Barriers to learning these priorities address	Failure to access learning (either through reduced attendance, or challenges with access to online learning , or social and emotional and mental health) Parental anxieties re COVID and school attendance Parents not being able to come into school as previously – need to ensure communication and partnership remains strong.

Projected spending	+ covered through other budgets
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Local and prevailing conditions leading to staff and student absence Changes to pedagogy related to COVID19 conditions. Ensuring teaching takes into account starting points and 'lost learning'	Training and expertise developed across the teaching team Ongoing professional development and staff supervision and support Use baseline as starting points. Maths- White Rose planning 'lost learning taken into account English – follow English leads direction –spelling, reading and SPaG Amending topic teaching to allow application skills across the curriculum
Targeted support	Local and prevailing conditions leading to staff and student absence	Teaching Assistant time protected to ensure pupils receive support (SDDs) Training and expertise developed across the whole staff team Ongoing professional development and staff supervision and support
Wider strategies	Local and prevailing conditions leading to staff and student absence and challenges for families	Training and expertise developed across the whole staff team Pathways to appropriate support (internal/external) clearly defined and understood.

Strategy Review: aims and outcomes

Aim	Outcome
Teaching review Dec 2020	
Targeted support Dec 2020	
Wider Strategies Dec 2020	
Teaching review April 2021	

Targeted support April 2021	
Wider Strategies April 2021	
Teaching review July 2021	
Targeted support July 2021	
Wider Strategies July 2021	