

## Greenfield Primary School Pupil Premium Strategy Statement 2022-23



This statement details our school's use of pupil premium (and recovery premium) for the 2022-23 academic year 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	Greenfield Primary School
Number of pupils in school	608
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-23
Date this statement was published	1 <sup>st</sup> September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr C Bowpitt, Head teacher
Pupil premium lead	Mr L Dyke
Governor lead	Mr M Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,855
Recovery premium funding allocation this academic year	£4,858
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£113,713</b>

## Part A: Pupil Premium strategy plan

### Statement of Intent

The effective use of our PPG encompasses all elements of our mission, vision and core values. All pupils are regarded as unique individuals and receive both challenge and support designed to best meet their needs. We believe that education plays a powerful and transformative role in improving life chances and our curriculum helps to remove barriers that stand in the way of pupils achieving an excellent education. Our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils. High quality teaching is at the heart of our approach as it is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We set a three-year pupil premium strategy. Each year we review the strategy and review provision and outcomes.

Our objective for our disadvantaged pupils is to improve their outcomes so they know more and remember more. Using EEF research and our own teacher assessments, we have identified common barriers to learning and have used these to underpin the following key principles:

- Quality first teaching to diminish differences between our disadvantaged pupils and their peers
- To provide high quality teaching and learning opportunities including High quality early reading teaching and support
- High quality maths teaching and support
- Oracy and fluency skills integrated into all school experiences
- Continued professional development for staff
- To provide effective social and emotional support to disadvantaged pupils so that they are safe, happy and attend each day with continued support for emotional well-being and self esteem
- Ensure disadvantaged children have access to a wide range of curriculum and extracurricular activities, in order to provide an enriched, relevant, engaging and innovative curriculum enabling children to have an excitement for learning with continued access to high quality arts, sports and enrichment experiences

To ensure successful implementation of the plan, evidence based strategies will be used to support the most disadvantaged pupils. A blend of educational recovery programmes alongside social and emotional programmes and support, will enable children and families to flourish during their time in school and at home.

Successful implementation will be achieved through our enriched, relevant and engaging curriculum:

- Evidenced based strategies will be implemented to ensure impact on improving outcomes for our disadvantaged pupils
- High quality teaching is key to improving outcomes for our disadvantaged pupils
- Every child will be supported socially and emotionally

- We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extracurricular experiences.

## Challenges

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

Challenge	Detail of challenge
1	Internal barrier: Cognition and learning (narrow vocabulary, poor memory, limited recall) Our assessments show that the most common barrier disadvantaged pupils have is their cognition and learning.
2	Internal barrier: specific difficulty in reading, writing, maths Our summative assessments, teacher assessments and diagnostic assessments identify that disadvantaged pupils commonly have a specific difficulty in reading (including phonics), writing and maths.
3	Internal barrier: limited oracy and fluency skills Our teacher assessments and diagnostic assessments indicate that oracy and fluency language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.
4	External barrier: emotional wellbeing, mental health and well-being, low self esteem We know from research and our teacher assessments that disadvantaged pupils commonly have low self-esteem and need additional support with their emotional and mental health. We will support attendance so that the attendance of children is in line with their peers across the school while reducing the levels of persistent absence across vulnerable groups in school.
5	External barrier: low aspirations and limited life experiences We know from research and our teacher assessment that disadvantaged pupils have lower aspirations compared to their peers. We know that they do not always have the same life experiences outside of school.

## 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
<p>To reduce the gap between disadvantaged pupils and their peers in reading, writing and maths ensuring that the recovery curriculum programmes are prioritised for disadvantaged pupils and that they make good progress on catch up</p>	<p>Gap between disadvantaged pupils and non-disadvantaged pupils is diminishing in reading, writing and maths attainment.</p> <p>Outcomes at the end of Key Stage 2 will demonstrate that the attainment and progress gap for disadvantaged is in line with national average progress.</p> <p>Baseline assessments prioritise recovery programmes.</p>
<p>To ensure all children can access the intended curriculum</p>	<p>Children know more and can do more. The curriculum is iteratively improved. A comprehensive programme of professional development support accessed by teachers and teaching assistants.</p> <p>Subject / middle leaders share expertise across the school.</p>
<p>High quality teaching of early reading and maths</p>	<p>Staff are sufficiently trained to deliver high-quality early reading and maths.</p> <p>Whole school strategies implemented.</p> <p>Reading recovery remains an overarching priority.</p> <p>Pupils will make at least good progress from starting points.</p>
<p>To achieve sustained improved well-being for our pupils, particularly disadvantaged pupils which will also impact on their attendance</p>	<p>Pastoral support, nurture, social and emotional learning (SEL) support as required.</p> <p>High quality continuing professional development (CPD) for all staff so that they are able to identify and support vulnerable pupils.</p> <p>Pupil voice and parental feedback is positive indicating that they feel supported by the school</p> <p>School attendance target (96%) and Attendance Improvement Officer (AIO) support shows that attendance of disadvantaged pupils is in line with their peers.</p> <p>Strategies to improve attendance have a positive impact.</p>
<p>Increase accessibility of in-school and out-of school experiences for vulnerable and PP pupils</p>	<p>All pupils eligible participate in in-school and out-of-school experiences and school supports reducing financial barriers where possible.</p>

## 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

Budgeted cost £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum development</p> <p>Focus development of reading, writing and maths strategies</p> <p>Accelerated Reader to provide high quality online reading texts and teacher assessment</p>	<ul style="list-style-type: none"> <li>• EEF guidance and research</li> <li>• Supporting the guidance of disadvantaged pupils (gov.uk)</li> <li>• Sutton Trust Great teaching</li> <li>• EEF low-cost tutoring</li> <li>• EEF Reading comprehension strategies</li> </ul>	<p>1,2,3</p>
<p>Staff development of the impact of good oracy, fluency including speech and language</p> <p>Support from qualified Speech and Language Therapists ensures both speech and language processing issues are</p>	<ul style="list-style-type: none"> <li>• Oracy framework</li> <li>• EEF Oral language interventions</li> <li>• EEF One to One tuition</li> </ul>	<p>1,2,3,4,5</p>

identified and supported for key children across the school		
Continued professional development for all	<ul style="list-style-type: none"> <li>• EEF High Quality Teaching</li> <li>• What makes effective CPD (tdtrust)</li> <li>• EEF Effective Professional Development</li> </ul>	1,2,3,4,5

## Targeted academic support

Budgeted cost £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early reading intervention / phonics before/after school  Additional phonics interventions each day	<ul style="list-style-type: none"> <li>• Choosing a phonics teaching programme (gov.uk)</li> <li>• Read Write Inc.</li> <li>• The reading framework (gov.uk)</li> <li>• EEF teaching and learning toolkit/phonics</li> <li>• EEF Phonics</li> <li>• EEF Small group tuition</li> </ul>	1,3
Early maths intervention	<ul style="list-style-type: none"> <li>• Research review on maths (gov.uk)</li> <li>• Using Pupil Premium (EEF)</li> </ul>	1,2,3
Intervention for identified children	<ul style="list-style-type: none"> <li>• EEF trial: low-cost tutoring struggling pupils</li> <li>• EEF Using pupil premium</li> </ul>	
TA intervention KS1 and KS2	<ul style="list-style-type: none"> <li>• EEF Teaching assistant interventions</li> <li>• EEF Small group tuition</li> <li>• EEF One to One tuition</li> </ul>	1,2,3,4,5

## Wider strategies

Budgeted cost £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support, SEMH, ELSA support for year groups Nurture group Attendance Behaviour	<ul style="list-style-type: none"> <li>• EEF Behaviour interventions</li> <li>• Attachment</li> <li>• Improving Social and Emotional Learning in Primary Schools EEF</li> <li>• Nurture Group Research (NurtureUK)</li> <li>• Nurture.org/research-evidence/impact-and-evidence</li> <li>• Assets / DfE Attendance Evidence Report</li> </ul>	5
Counselling support	<ul style="list-style-type: none"> <li>• Improving Social and Emotional Learning in Primary Schools EEF</li> </ul>	5
Support for families	<ul style="list-style-type: none"> <li>• Using pupil premium EEF</li> <li>• EEF Breakfast Clubs</li> <li>• Contribution to educational visits</li> </ul>	5
Creative Curriculum	<ul style="list-style-type: none"> <li>• EEF Arts participation</li> <li>• Before and after school activities and provision</li> </ul>	5

**Total budgeted cost £118,000**

## 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 2021 to 2022 academic year.

The school does not have end of year data in 2020 due to the COVID-19 outbreak. All data used to inform decisions is made using our in-school assessment and progress. We do have projections based on previous attainment. At the time of lockdown, the data suggested that the performance of disadvantaged pupils was lower than in the previous years with continuing gaps between disadvantaged and non-disadvantaged pupils. The school was confidently looking at a year of good progress and were on track to achieve this. We have set ambitious targets for 2022-23.

Our assessment in the summer term 2021 identifies a reduction in the proportion of children attaining EXS+ in reading, writing and maths and GDS due to impact of COVID-19. Our assessment shows that due to the impact of COVID-19, which disrupted all of our curriculum to varying degrees and along with school closure, was most detrimental to our disadvantaged pupils, as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by ensuring that all disadvantaged pupils had IT access during the lockdown through loaning of school equipment and that our online curriculum provision mirrored the in-school provision.

During lockdowns, disadvantaged pupils' engagement in remote learning was lower than compared to non-disadvantaged pupils and this has impacted on their outcomes. Our assessments and observations indicated that pupil behaviour, well-being and mental health were significantly impacted last year, again, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### Externally provided programmes

Programme	Provider
Read Write Inc.	Read Write Inc. phonics
Times table Rockstars	Maths Circle
Accelerated Reader	Renaissance
Spelling Shed	Literacy Shed
Mathletics	3P Learning