

Pupil Premium Summary Impact Report

2019 - 20



Objectives of spending PPG:

Greenbank Primary School receives a 'Pupil Premium Grant' from the Government for each child that is eligible for free school meals ('FSM'), or has been eligible at any time in the last six years. This is not part of the Universal Free School Meal for Reception to Year 2. A similar grant is also received for children in the care of the Local Authority (LAC), children of armed forces personnel and children who have been adopted.

As an inclusive school, Greenbank Primary School believes no pupil should be disadvantaged as a result of background and we ensure resources and support is provided for all children who may or may not be eligible for Pupil Premium funding.

In addition to the key principles of Greenbank Primary School we intend to do the following:

- Reduce the in-school attainment gap between PPG and non-PPG in reading, writing and maths
- Ensure stretch and challenge opportunities for the high ability PPG pupils
- Ensure pupils are fully engaged in school life and enrichment opportunities
- Ensure that parents understand their role in supporting their child's learning
- Ensure that pupils have the resources and support to aid home learning
- Increase targeted extended school opportunities for PPG pupils
- Increase the range of services available to support the wellbeing of PPG pupils
- Increase the aspirations of pupils for future education and career paths
- Increase the punctuality and attendance of PPG pupils through increased monitoring and engagement with families.

As a school we ensure that teaching and learning opportunities are as engaging as possible in order to cater for all abilities and deepening understanding and knowledge in all curriculum areas. In addition, we believe that education extends beyond the classroom into the wider world and encourage every child to participate in the range of trips, residential and experiences that are organised to ensure that their school life is enriched.

To meet this philosophy at Greenbank we are committed to using the Pupil Premium Grant to offer a range of intervention groups and support to improve both academic and emotional outcomes.

Key areas where the allocation was spent:

This money is allocated to initiatives to ensure pupils reach their full potential, both academically and socially. This money was used to help provide for the following provision:

One to One and One to Two Tuition/ Booster Groups	This initiative supports children to reach their full potential in Mathematics and English. Support is delivered either during the school day by highly experienced teachers or HLTA's
Improved quality of first teaching.	By improving the quality of teaching across the school through the implementation nationally proven programmes (e.g. T4W, Mathematics Mastery, Sounds Write) we want to narrow the gap between pupils so that by the end of both key stages more pupils in receipt of the grant achieve the national expectations in all subjects. In doing this more children will reach their full potential as well as increase in confidence, resilience and developing a focus on learning skills. Likewise, the same rationale is applied for having a high ratio of adults to children in EYFS

Specialist Drama and Sports teachers	Our qualified drama specialist supports children to develop their listening skills, focus, self-control, confidence, and teamwork skills.
Intervention programmes	We run a wide range of intervention programmes across the school to support and accelerate progress in phonics, reading, writing, mathematics and social and emotional skills.
Subsidising extracurricular activities	We subsidise school trips, such as residential trip and day trips, to enhance the curriculum, ensure all children are able to participate and have the opportunity to experience new and challenging activities. We also subsidise swimming lessons and places for children at after school clubs every term. We work closely with families to ensure that financial barriers to participation are not an issue.

Barriers:

Greenbank Primary School is located in Liverpool. It is a larger than average sized primary school where the proportion of pupils from ethnic minority backgrounds is above that found nationally. The levels of deprivation at Greenbank are considerably higher than national and the proportion of Pupil Premium pupils is considerably higher (GB Primary 30%, national 25%). Our pupils may start school with lower than average attainment and this can be coupled with limited language development and less well developed social skills. They may also have emotional and behavioural needs as well as academic ones that we need to support them to overcome. Through the use of our Pupil Premium Grant, we have developed a range of strategies to provide for our disadvantaged pupils, both in terms of supporting them academically as well as developing the 'whole' child so that they benefit from the opportunities provided.

Approaches and rationale:

We have adopted a range of strategies to overcoming these difficulties which we have developed and refined over time so they now are embedded across the school. Sessions are offered every day to individuals and small groups across the school in reading, writing and maths support as well as interventions to meet emotional, social and behavioural needs. A thorough analysis is carried out to ascertain which children would benefit from each strategy we offer and priority is always afforded to these pupils. Our real strength however comes from working as a team to get to know each child as an individual and build a relationship with that child and their wider family. We then begin to deliver exactly what strategy each child needs to help them at that point in their education, acknowledging that the strategies and support will continually change over time. We recognise that often children may, initially, need help to meet social and emotional needs before they are ready to learn and progress academically. It is only when these needs have been acknowledged and supported can the children become fully receptive to the range of academic support we can offer.

Another strategy has been to support children in engaging in the wider aspects of school life – the opportunity to take part in clubs, trips and residential school journeys, providing a richness of experience. For children with low self-esteem and confidence, completing physical challenges at a residential centre can provide knowledge that they can overcome a number of barriers and make them more willing to persevere and take a challenge in the future.

Impact of funding – prior to March 2020:

We monitor the impact through data analysis, observations in class, monitoring of interventions and pupil voice. From this monitoring we ensure that we deliver the right targeted support in a sequential manner so that we don't overload the children. Our whole school overview, tracks to ensure that no child is over looked but also that no child is receiving too much support at any one time which can become confusing and counter-productive. In this case we have to prioritise the main need but continually revisit and adapt and adjust support every half term. Our regular pupil progress reviews focus on delivery of support to those children in receipt of pupil premium funding. We track academic progress carefully but also discuss the wider needs and evaluate the impact of all strategies we have delivered.

Ofsted in June 2019 said about our support of disadvantaged pupils the following:

You have a good understanding of the barriers to learning that disadvantaged pupils face. As a result of your monitoring, senior leaders immediately noted that the progress and attainment of disadvantaged pupils dipped in reading, writing and mathematics in 2018, having previously been strong. You have taken swift action to address this issue by ensuring that more-targeted use is made of the pupil premium funding to improve pupils' outcomes in all of these subjects. Inspection evidence shows that your actions have been successful. Disadvantaged pupils at your school flourish socially, academically and emotionally.

Below is outlined a few of the key areas targeted during 2019-20 and the impact until March 2020

Barrier to Learning	Implementation	March 2020 Update	Impact Spend
Reading ages being below and in some cases significantly below their chronological age.	Development of Guided Reading activities and whole class reading across the school through a range of new texts.	<ul style="list-style-type: none"> • 1:1 daily reading with pupils • Small group focus on core subjects • Y6 Reading Boosters 	<ul style="list-style-type: none"> • Pupils showed an increased understanding and more confidence in the different reading comprehension skills through using VIPERS
Whole school teaching staff awareness and development of techniques to address individual and general barriers to learning	Staff CPD	<ul style="list-style-type: none"> • Staff communications on PP progress and feedback from individual pupils • Staff INSET and Staff Meetings focused on strategies to use in order to support the individual needs of learners 	<ul style="list-style-type: none"> • Teaching staff had a better understanding of how to support PPG pupils in the classroom leading to improved pupil outcomes
Subsidising extracurricular activities to access a wide range of life experiences.	Provide where suitable the funding for pupils to take part in trips	<ul style="list-style-type: none"> • Class Trips have been subsidised 	<ul style="list-style-type: none"> • Pupils broadened their understanding of the curriculum being learned in the classroom through real experiences
Intervention programmes: Gaps in knowledge from prior entry to stage of education from other education providers	Booster small group tuition in both KS1 and KS2	<ul style="list-style-type: none"> • Small group interventions led by Teacher & TAs 	<ul style="list-style-type: none"> • Small group interventions displayed significant progress being made with individual disadvantaged pupils

Support and progress during school closures

The Covid-19 pandemic has led to school closures across the UK and many countries across the world, with the majority of pupils in these systems out of school, though supported and taught in various ways. There has been great concern that school closures will lead to slower rates of learning or learning loss, and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged. Therefore, we will be watching and assessing this very closely as school reopens.

Areas to be carried forward to Pupil Premium Strategy Plan for 2020-2021

- To develop the learning attitudes and independent thinking skills of Pupil Premium eligible pupils to promote progress.
- To improve quality of first teaching to develop further improvements in pupil progress. To continue staff training regarding outstanding teaching in Mathematics Mastery and Talk4Writing/Read to Write.
- Improve phonics progress in early years and Year 1. Continuous training of staff in and embedding of Sounds Write throughout the whole school.
- To engage Pupil Premium eligible pupils through 'WOW' events.
- To engage Pupil Premium eligible pupils through extracurricular activities, before and after school.