



## Pupil Premium strategy statement 2021-24

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	Greenbank Primary School
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Debi Wrigley
Pupil premium lead	Gemma Edge
Governor / Trustee lead	Alix Cunningham

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,314
Recovery premium funding allocation this academic year	£7,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£160,144

# Part A: Pupil premium strategy plan

## Statement of intent

### Objectives for our disadvantaged pupils

- To provide a high-quality education for all pupils, delivering a broad and balanced curriculum that reflects the need of our pupils and community.
- To give pupils access to a range of experiences which will build their cultural capital and encourage them to set ambitious goals, promoting the school vision that if they can believe it, then they can achieve it.
- To create a safe and positive environment which fosters pupils' mental health and develops a love of school and learning.
- To create a reading culture and promote reading for learning and pleasure.

### Aims of our PP strategy

- Improve quality of teaching for all and set ambitious goals to close the attainment gap between disadvantaged and non disadvantaged pupils.
- Improve the punctuality and attendance of disadvantaged children and reduce the percentage of persistent absenteeism.
- Promote well-being, mental health and aspiration.
- Ensure every child is a fluent reader by the time they leave our school.

### Key principles of the strategy plan

- To deliver regular, high quality CPD for teachers and subject leaders to ensure quality first teaching in all areas of the curriculum to drive up attainment.
- For subject leaders to work with teachers to develop ambitious, sequential units of work to allow children to build upon their prior knowledge, address any gaps in learning and make accelerated progress.
- To make reading a priority through the delivery of a structured high quality Synthetic Phonics Programme, guided reading and the promotion of reading for pleasure.
- To improve children's engagement in learning and aspirations through the use of extra-curricular activities and providing stimulating learning environments.
- For welfare staff to closely monitor attendance of vulnerable children and to act swiftly to try and combat persistence absenteeism before it occurs.
- To use PSHE and RSE lessons to promote the importance of well-being, self-esteem and the value of an inclusive, multi-cultural school community.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils often begin school with lower communication and literacy levels than their peers. This is reflected in the EYFS on entry baselines.
2	Disadvantaged pupils are often poorer readers than their peers. On entry assessments noted that 78% of disadvantaged children have reached the Expected Standard in reading compared to 80% of non-disadvantaged. This gap is greater in EYFS and Key Stage 1.
3.	Fewer disadvantaged pupils achieve the Expected Standard in maths. On entry assessments noted that 77% of disadvantaged children have reached the Expected Standard in maths compared to 88% of non-disadvantaged. Staff have also observed that disadvantaged pupils have poorer fluency levels when it comes to mental arithmetic and recalling times tables.
4	Monitoring of persistent absenteeism revealed that disadvantaged pupils often have higher rates of lateness and absenteeism (44% of persistence absentees were disadvantaged children). This impacts the learning and wellbeing of these pupils.
5	Disadvantaged children in our school have limited life experiences and poorer mental wellbeing which has been further impacted by the Covid 19 pandemic. This has led to a lack of aspiration and has impacted the attainment of pupils, particularly the number of children achieving Greater Depth standard.
6	Staff have noticed a lack of parental engagement in disadvantaged pupils. Parents and carers of disadvantaged pupils were less likely to attend parents evenings, engage with home learning (including remote learning in event of school closures) and listen to their child read at home.

## 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
Improve attendance and punctuality of disadvantaged pupils.	Attendance and punctuality levels of disadvantaged pupils will have improved compared to the previous academic year. Attendance and persistent absence levels will be inline or below national levels.
Develop a love of reading and pupils to engage in reading for pleasure and reading for learning thus raising attainment levels.	The number of disadvantaged pupils passing the phonics screening check will be inline with or above national levels. Disadvantaged pupils will enter KS2 being able to read and will continue develop their fluency and comprehension throughout KS2.

	The number of children achieving the Expected Standard in reading SATS will raise from 64% in Key Stage 1 and 78% in Key Stage 2.
Increased attainment for disadvantaged children in reading and maths at the end of EYFS, KS1 and KS2.	<p>The overall number of pupils to achieve the Expected Standard in reading and maths will increase from baseline and be inline or above with national levels.</p> <p>The achievement gap between disadvantaged pupils and their peers to be narrowed in all year groups. This will be demonstrated in termly NFER tests and end of key stage assessments.</p>
An ambitious, sequential and engaging curriculum that is inclusive for all.	<p>Disadvantaged children will be able to access age appropriate curriculum with relevant scaffolds.</p> <p>Pupil voice questionnaires will reveal that pupils enjoy school and learning.</p> <p>There will be range of extra curricular activities such as clubs, visitors and trips which will have been accessed by disadvantaged children.</p>
A happy and safe school environment.	<p>Increase in the attendance levels of disadvantaged pupils.</p> <p>Less incidents of bullying.</p> <p>Pupil voice and parent questionnaires to reveal that children feel safe and happy in school.</p> <p>Staff wellbeing questionnaires and interviews will ensure staff wellbeing and there will be fewer incidences of staff absences.</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: £ 80,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching supported by CPD for teachers and support staff e.g. Rachel Johnson Consultancy, Jason Bangbala, Maximising the practice of Teaching Assistants. Teaching to monitored through lesson drop ins and regular book looks.	<p>High quality interventions delivered by trained teaching assistants can close attainment gaps +4 months <a href="#">Teaching Assistant Interventions</a></p> <p>Collaborative learning has been shown to increase attainment</p>	1, 2, 3

	+5 months <a href="#">collaborative learning</a>	
All staff – teachers and LSA'S to have completed the accredited Sounds Write Phonics Training and access termly refresher training sessions led by Sounds Write trainers and Literacy Lead. This will be monitored through learning walks, book looks and implementation across the curriculum.	Highly structured synthetic phonics programmes have the biggest impact on early reading skills +5 months <a href="#">phonics</a>	2
Basic skills for English and Maths to be regularly revisited and embedded across the curriculum. This will be evident during learning walks and book looks.	<a href="#">Cognitive Science in the Classroom</a>	1, 2, 3
Enhancement of mathematics teaching by implementing DfE guidance and running the NCETM Mastering Number programme in Reception, Year 1 and Year 2.	<a href="#">Mathematics Guidance</a>	3
Use of standardised termly tests (NFER) to track the progress of children and to identify children falling below the expected level. Test responses to be analysed to identify gaps in learning which can then be targeted through teaching and intervention sessions.	Standardised tests provide reliable data for staff to use to identify gaps in learning and plan interventions accordingly +6 months <a href="#">Feedback</a>	2, 3
Use of Seesaw, an online learning platform to communicate with parents and share children's learning in school. Seesaw will also be used to share online learning in the result of any further school closures.	Parental engagement has a positive impact on attainment +4 months <a href="#">Parental Engagement</a> Homework linked to learning in school has a positive impact on attainment +5 Months <a href="#">Homework</a>	1, 2, 3, 4, 6
Improve social and emotional wellbeing through structured teaching of PSHE and RSE curriculum using Jigsaw PSHE. Teach children about how to identify emotions, cope with challenging emotions and build resilience.	Children being able to effectively regulate their emotional wellbeing improves their attitude to self, learning and attainment +4 months <a href="#">Social and Emotional Learning</a>	5

## Targeted academic support

Budgeted cost: £ 60,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted maths and phonics interventions to run in addition to daily lessons Yr 1-6 delivered by support staff.	Highly structured synthetic phonics programmes have the biggest impact on early reading skills +5 months <a href="#">phonics</a>	2, 3
Small group English teaching including daily phonics, guided reading and writing to be delivered by specialist teachers.	Highly structured synthetic phonics programmes have the biggest impact on early reading skills +5 months <a href="#">phonics</a>  Alongside phonics, reading comprehension is a vital component in reading +6 months <a href="#">taught reading comprehension strategies</a>	2
Purchase of phonetically decodable reading books that align to Sounds Write to allow children to practise the sounds that they have been learning.	Highly structured synthetic phonics programmes have the biggest impact on early reading skills +5 months <a href="#">phonics</a>	2
Communication and language structured intervention programmes (e.g. WellComm, NELI, Talk Boost) to be delivered in EYFS to target speaking and listening skills.	Speaking and listening skills impact the whole curriculum. Oral language interventions benefit behaviour and reading attainment. +5 months <a href="#">oral language interventions</a>	1
Meetings with parents to discuss learning plans and to provide activities which children can do at home to support their child's learning. Seesaw used as a vehicle to share targeted activities to address gaps in learning.	Parental engagement has a positive impact on attainment +4 months <a href="#">Parental Engagement</a>  Homework linked to learning in school has a positive impact on attainment +5 Months <a href="#">Homework</a>	1, 2, 3, 6

## Wider strategies

Budgeted cost: £ 20,086

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school implementation of new behaviour management system and training.	Reduction of challenging behaviours and low level disruption will increase attainment +4 months <a href="#">Behaviour Interventions</a>	1, 2, 3, 4
Develop links with parents and carers by reinstating stay and play sessions and open events if safe to do so.	Parental engagement has a positive impact on attainment +4 months <a href="#">Parental Engagement</a>	6
Welfare Officer to monitor attendance and punctuality to limited persistent absenteeism in disadvantaged pupils.	<a href="#">Attendance Interventions</a> (under review)  Engage parents to improve attainment +4 months <a href="#">Parental Engagement</a>	4, 6
Breakfast club places to be funded for vulnerable families to improve school attendance.	<a href="#">Attendance Interventions</a> (under review)	4
School staff/HLTAs to cover classes to allow teachers to make Zoom calls to parents and carers to share children's progress and targets.	Parental engagement has a positive impact on attainment +4 months <a href="#">Parental Engagement</a>	1, 2, 3, 6
SENDCO to work alongside class teachers in creating and reviewing learning plans which will then be shared with parents and carers.	Parental engagement has a positive impact on attainment +4 months <a href="#">Parental Engagement</a>	1, 2, 3, 5, 6
After school sports clubs and extra-curricular activities to improve pupils' cultural capital, wellbeing and stretch aspirations.	Art participation has a positive impact on academic outcomes +3 months <a href="#">Arts Participation</a>	1,2,3,4

	Physical activity has a positive impact on attainment +1 month <a href="#">Physical Activity</a>	
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**Total budgeted cost: £ 160,144**



## 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.

<b>Success of the intended outcomes of the 21-22 plan</b>			
<b><u>Attainment Data 21-22</u></b>			
<u>End of Reception</u>			
	PP	Non PP	Gap
Number of children achieving GLD	<b>46%</b> 6/13	<b>57%</b> 24/42	<b>-9%</b>
<u>Phonics Screening Check</u>			
	PP	Non PP	Gap
Number of children meeting expected standard	<b>65%</b> 17/26	<b>57%</b> 20/35	<b>+8%</b>
<u>End of Key Stage 1</u>			
	PP	Non PP	Gap
Reading	<b>71%</b> 10/14	<b>71%</b> 32/45	0%
Writing	<b>36%</b> 5/14	<b>67%</b> 30/45	<b>-31%</b>
Maths	<b>71%</b> 10/14	<b>82%</b> 37/45	<b>-11%</b>
R, W, M combined	<b>36%</b> 5/15	<b>64%</b> 29/45	<b>-28%</b>
<u>End of Key Stage 2</u>			
	PP	Non PP	Gap
Reading	72%	70%	<b>+2%</b>
Writing	76%	80%	<b>-4%</b>
Maths	60%	63%	<b>-3%</b>
R, W, M combined	48%	53%	<b>-5%</b>

Attainment results indicate that the gap between the attainment of PP and Non PP pupils in reading is decreasing across the school. More PP than non PP pupils achieved the Expected Standard in the Phonics Screening Check, the same percentage of PP and Non PP children achieved the Expected Standard at the end of Key Stage 1 and more PP than Non PP children achieved the Expected Standard at the end of Key Stage 2.

The number of PP children achieving the Expected Standard in writing (36%) at the end of Key Stage 1 is lower than usual and is below national (41%) and the gap between the achievement of PP and Non PP children has widened (31%). This will be a priority in the next academic year.

Comparisons with previous KS2 results show that overall in 2022 the performance of PP pupils improved. The gap between PP and Non PP pupils has significantly reduced in many areas since 2018/2019 which were: at the Expected standard in Reading (-28.5%), Writing (-29.8%) and Maths (-28.5%).

### **Wellbeing**

Observations shown that the Covid 19 pandemic had a detrimental effect on the wellbeing of our pupils, particularly the disadvantaged. Staff have created and fostered a happy and safe environment for all. Some staff received ROAR training to help support children with their mental health. Jigsaw sessions have provided children with the forum to share their thoughts, feelings and opinions and teach them strategies to build resilience. Some children received additional one to one and small group work to provide further support. Following training by Jason Bangbala and Paul Dix, staff have implemented many Restorative Practices and the school behaviour policy has been adjusted accordingly. This will continue into the next academic year in order to reduce the number of PP pupils receiving sanctions and/or exclusions.

A children's wellbeing group has been set up, with children volunteering to be wellbeing ambassadors. 3/12 of the wellbeing ambassadors are PP.

A small sample of PP children were surveyed about their thoughts about our school. 100% of them agreed that they are happy in school and that school is a safe place.

A staff wellbeing team was set up to provide staff with the forum to share their thoughts about the strengths of the school and areas for development regarding staff wellbeing. The team meets regularly and shares feedback with the leadership team. The positive attitude of staff contributes to the happy and calm school environment created for children.

## **Attendance**

	Attendance		Persistent Absence	
	Overall	PP	Overall	PP
2020-21	94%	92%	21%	44%
	National: 95.4%	National: 92.2%	National: 12.1%	National: 24.4%
2021-22	94%	93%	20%	28%

*N.B. 2021-22 National figures to be released in March 2023*

Overall attendance has remained at 94%, this is lower than the national average (95.4%). The attendance of PP children has increased 1% over the past year, however their attendance is still lower than the overall average. Persistent absence amongst PP children has fallen 16%; however, the figures are still higher than the national average (24.4%).

## **Extra Curricular**

We aimed to develop an ambitious, sequential and engaging curriculum that is inclusive for all. Book looks conducted with an external consultant demonstrated consistency of practice and pedagogy in Key Stage 1 and 2. This also demonstrated a clear vision for high quality history and geography education to all pupils due to shared values, policies and practice.

Pupil voice surveys have demonstrated the positive attitude of children towards their learning.

Staff have received training to assist them in implementing the Opening Worlds Geography and History curriculum in Key Stage 2. As a result, staff are demonstrating increased confidence in their delivery of the programme.

Aspirations Week was held to broaden the children's horizons about possible careers and inspirational figures. Positive feedback was received about the number of visiting parent/carers who came to share about their own careers.

The number of Pupil Premium children accessing extra curricular activities was monitored throughout the year. A growing number of PP children accessed the extra curricular provision and plans have been made for the following year to continue to increase this further.

Tutoring was offered to PP children in Year 6 and Year 2. For children who accessed this there was a marked improvement in their attainment from on entry to end of the year.

### Development points identified for 22-23

- Increase the number of PP children achieving the Expected Standard in Writing, in order to narrow the attainment gap.
- Increase the number of PP children achieving Greater Depth by the end of Key Stage 2.
- Continue to deliver programme of targeted intervention to support PP children working below the Expected Standard in reading, writing and maths.
- Wellbeing survey to be administered to a wider sample
- Staff to work with children to discuss their learning and targets to develop the children's abilities to identify their own areas for development and talk freely about challenges they face.
- Further develop the extra-curricular activities on offer to PP children and identify barriers preventing children from accessing these.

### Externally provided programmes

Programme	Provider
Sounds Write Synthetic Phonics	Sounds Write
NFER assessments for reading, maths, spelling and grammar	NFER
WellComm Speech and Language Toolkit	GL Assessment
NELI	Nuffield
1st Class@Number	Every Child Counts
Jigsaw PSHE	Jan Lever Group
White Rose Maths	White Rose Maths
Read to Write	Literacy Counts
Lexia	Rosetta Stone
Times Table Rock Stars	Maths Circle Ltd.