

Pupil premium strategy statement

School overview

Metric	Data
School name	Greenfield Primary School
Pupils in school	280
Proportion of disadvantaged pupils	9%
Pupil premium allocation this academic year	£33,000
Academic year or years covered by statement	2019-2020
Publish date	1 st February 2020
Review date	1 st October 2020
Statement authorised by	Claire Stylianides
Pupil premium lead	Claire Stylianides
Governor lead	

Disadvantaged pupil progress scores for last academic year

Measure	Progress score
Reading	3.22
Writing	-1.68
Maths	-0.39

Measure	Score
Meeting expected standard at KS2	57%
Achieving high standard at KS2	29%

Targeted academic support for current academic year

Measure	Activity
Priority 1	Additional teachers to reduce class/group sizes for teaching mathematics enabling pupils to receive greater individual support and feedback.
Priority 2	Additional teacher to support interventions for lower attaining pupils (inc. disadvantaged pupils) delivered by teachers.
Priority 3	Additional 1:1 academic tuition (Kumon) for low attaining disadvantaged pupils.

Priority 4	Letterbox Club book parcels.
Barriers to learning these priorities address	A significant proportion of disadvantaged pupils have SEND and some are academically behind their peers and need additional support to catch-up. Encouraging wider reading and engagement with maths.
Projected spending	£26,500

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide pupils with access to wider opportunities and rich experiences through afterschool clubs and trips, including residential visits.
Priority 2	Ensure disadvantaged pupils access music tuition.
Priority 3	Give disadvantaged pupils some help to access breakfast club and after school care
Barriers to learning these priorities address	Lack of enrichment experiences that enable pupils to develop motivation, comprehension and vocabulary. Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£6,500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	No allocation	N/A
Targeted support	Ensuring teachers have cover to provide interventions and there is a teacher for additional supporting maths sets/groups.	An additional teacher for mornings in Y5/6. DHT is timetabled to cover teachers for interventions and daily to deliver additional Y2 and Y3 maths groups.
Wider strategies	Allocation has no impact on academic achievement.	DHT to monitor termly and spending to be evaluated.

Review: last year's aims and outcomes

Aim	Outcome
Progress and attainment in Maths	Almost all disadvantaged pupils (6/7) met the expected standard in maths at the end of KS2. Providing additional teachers to reduce class sizes and groupings has

	enabled the majority to make good progress close to the national average (4/7).
Ensuring disadvantaged pupils make a good start in the early years.	Most disadvantaged pupils (3/4) achieved a good level of development.
Supporting disadvantaged pupils' wellbeing and behaviour.	A proportion of disadvantaged pupils attended a well-being intervention group delivered by a trained TA. The support enabled them to better access the academic curriculum.
Enabling access to wider curriculum opportunities.	Many disadvantaged pupils attended extra clubs and received additional music tuition. Some pupils attended extended provision.