

Pupil premium strategy statement

School overview

Metric	Data
School name	Greenfield Primary School
Pupils in school	280
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£44,385
Academic year or years covered by statement	2020-21
Publish date	1 st January 2021
Review date	1 st October 2021
Statement authorised by	Claire Stylianides
Pupil premium lead	Claire Stylianides
Governor lead	Curriculum Committee

Disadvantaged pupil progress scores for 2019 – there is no data for the 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%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	Sept 21
Phonics	Achieve at least national average	Sept 21

	expected standard in PSC	
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 21

Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensure the effective delivery of phonics and that all pupils are effectively supported to become fluent readers. Ensure that reading fluency and comprehension continues to develop well with appropriately challenging texts. Buy and embed use of Accelerated Reader across all year groups to increase regularity of reading, reading for pleasure and that pupils read appropriately challenging texts.
Priority 2	Ensure resources are in place to support effective teaching of spelling and develop fluent handwriting.
Priority 3	Ensure staff have the appropriate resources and support for Teaching for Mastery in mathematics across all year groups
Barriers to learning these priorities address	Ensuring staff have appropriate expertise and are well equipped to deliver whole class approaches. Pupils regularly read appropriately challenging texts – including at home.
Projected spending	£11,285

Targeted academic support for current academic year

Measure	Activity
Priority 1	Additional teacher hours to enable splitting mixed year classes for specific elements/subjects where there is great variation in appropriate year group curriculum (e.g. phonics and early reading, maths)
Priority 2	Additional teacher time to support interventions for lower attaining pupils (inc. disadvantaged pupils) delivered by teachers. Additional TA to support the delivery of small group and 1:1 interventions.
Priority 3	Additional 1:1 academic tuition (Kumon) for low attaining disadvantaged pupils.
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 regular and wider reading and engagement with maths.
Projected spending	£27,400

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide pupils with access to wider opportunities and rich experiences (e.g. trips and pantomime show)
Priority 2	Ensure pupils have access to regular wellbeing/ mental health support.
Priority 3	Ensure disadvantaged pupils access music tuition.
Barriers to learning these priorities address	Lack of enrichment experiences that enable pupils to develop motivation, comprehension and vocabulary. Improving attendance, readiness to learn and resilience for the most disadvantaged pupils.
Projected spending	£5,700

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff have appropriate support and training. Ensuring all appropriate resources are in place – particularly to support teaching of difficult concepts in maths.	Use InSET days and Staff Development Meetings. Provide cover to release leaders to support and for relevant training for individual staff. Purchase quality reading books and concrete maths equipment.
Targeted support	Ensuring availability of TAs and teachers to provide interventions and there is a teacher for additional maths and phonics groups.	Additional teacher hours required are accounted for and timetabled. Employ an additional TA.
Wider strategies	Allocation has no impact on academic achievement.	Senior leaders to monitor termly and spending to be evaluated.

Review: last year's aims and outcomes

Due to the pandemic and lockdown for a large proportion for the academic year, and in the absence of statutory assessments, it is not possible to evaluate the impact of expenditure from last year. The 2019 data for reading does not reflect the current disadvantaged cohort which is now a priority area.