

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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.

This plan also includes us of our recovery premium for the 2022 to 2023 academic year.

## School overview

Detail	Data
School name: <b>Greenfield Primary School</b>	
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	10% (28 pupils)
Academic years that our current pupil premium strategy plan covers <i>* This is 3 year plan but the funding expenditure only covers the academic year 2022-23 and the plan will be reviewed annually.</i>	2021-2024
Date this statement was published	1 <sup>st</sup> November 2022
Date on which it will be reviewed	1 <sup>st</sup> January 2023
Statement authorised by	Claire Stylianides
Pupil premium lead	Claire Stylianides
Governor lead	Curriculum Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,780
Pupil premium funding carried forward from previous years	£0
Recovery Premium allocation	£5,075
<b>Total budget for this academic year</b>	<b>£43,855</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Greenfield Primary School we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to be as well prepared for the next stage of their education as their non-disadvantaged peers. Although we have a relatively small number of disadvantaged pupils, we recognise that these children can face a wide range of barriers which may impact on their learning. Through the use of our Pupil Premium funding, we aim to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Enable disadvantaged pupils to access a range of opportunities to develop their knowledge and understanding of the world

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged by an ambitious curriculum
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	When they start school, disadvantaged pupils sometimes have speech and language difficulties which can particularly hinder their progress with phonics and communication.
2	A large proportion of KS2 disadvantaged pupils have SEND and/or have not developed reading, writing and maths skills in line with other pupils which slows their progress in subsequent years.
3	On the whole, limited engagement of disadvantaged pupils with remote learning during the pandemic has significantly hindered their progress and these pupils have some way to catch up in order to be in line with their peers and/or achieve expectations.
4	A large proportion of disadvantaged pupils do not read as regularly at home, practise spellings and timetables etc or complete homework.
5	Disadvantaged pupils do not benefit from as many wider opportunities to develop their cultural capital as their peers. This can hinder engagement with learning on the whole, along with reading comprehension and progress in foundation subjects for example.
6	A large proportion of disadvantaged pupils have or are experiencing home issues which affect their attendance, emotional wellbeing and resilience which impact negatively on their learning.
7	The attendance of disadvantaged pupils is not as strong as their non-disadvantaged peers and often these pupils fall below average levels of attendance.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Phonics	At least 95% of Year 1 pupils meet the expected standard in the Phonics Screening Check
Reading, Writing and Maths	Disadvantaged pupils achieve outcomes in-line with or above, national averages by the end of KS1 and KS2.
Attendance	Attendance of disadvantaged pupils is at least 96%

## 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: £19,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Little Wandle Letters and Sounds Phonics programme (including more hard copy decodable books, resources and additional training for teachers and TAs)</p> <p>Ensure access to decodable books online through Oxford Owl and Collins LW Big Cat</p>	<p>The EEF shows phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Pupils should practise their decoding skills through regular home reading, particularly with phonetically decodable books. The subscription to online books allows us to allocate the precise books to each pupil at the right time.</p>	2, 3 & 4
Accelerated Reading Programme subscription	<p>The EEF has strong evidence to support that developing approaches to reading comprehension improves outcomes (+6 months). With support of teachers, pupils can also read breadth of novels that broaden vocabulary and cultural capital. Schools should also target teaching and support through accurate assessment which is provided within AR.</p>	2, 3, 4 & 5
<p>Support continued effective implementation of WRose scheme and any additional remote learning with WRose maths booklets.</p> <p>Subscription for Third Space &amp; Herts Fluency programmes resources</p> <p>Release for targeted staff CPD with Maths Hub and Number Sense programmes</p>	<p>EEF report on Improving Maths states that school need to ensure pupils develop a rich network of math knowledge. These strategies support pupils in developing fluent recall of facts and procedures. Staff had CPD on breaking learning into small steps and CPA which has strengthened teaching. Further CPD on subject knowledge and underpinning concepts will help this further.</p>	2, 3 & 4
<p>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.</p>	<p>Maths and phonics curriculums are specific to year group and are difficult to combine in Y5/6 (maths) and Y1/2 (phonics/reading) without hindering progress of one group. EEF supports that teaching can be more effective with smaller classes (where teacher can</p>	2, 3 & 4

phonics and early reading, maths)	deploy strategies to meet needs) and classes/groups of similar attainment.	
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## Targeted academic support

Budgeted cost: £17,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs to deliver Keep-Up and Rapid Catch-Up Phonics interventions (including ongoing training for staff)	The EEF states school should use high quality interventions and have published evidence that TAs have been effective delivering these with training. The EEF shows phonics has a positive impact overall (+5 months).	2, 3 & 4
Delivery of NELI programme to a targeted group of Reception pupils (10 hours training time plus 20wksx5hrs)	EEF found that Reception-age children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills. DfE are funding the actual programme (the training package and resources).	1, 2
Third Space 1:1 Maths tuition for 8 pupils (44% of cost (£2410) as 56% is funded by School Led Tutoring) + Kumon Programme Additional TA in LKS2 to support the delivery of small group and 1:1 interventions for maths Dynamo maths	EEF improving maths report says schools should use quality structured interventions which are effectively targeted. Third Space is listed on DfE recommended tutoring programmes. Pupils who started the intervention last year are making better progress. EEF states that targeted and structured interventions can be delivered effectively by TAs.	2, 3 & 4
Additional tuition for low attaining disadvantaged and other vulnerable pupils to catch up with reading attainment 40% of cost school led tutoring (60% is funded by School Led Tutoring)	Pupils who struggle with reading in KS2 will struggle across the curriculum. EEF has strong evidence for impact of 1:1 tuition provided by teachers or TAs. They suggest small groups (e.g. up to 3) with teacher to make more cost effective.	2, 3 & 4

## Wider strategies

Budgeted cost: £7,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing and attendance support Mental well-being support groups ELSA support for individuals Additional behaviour support & mentoring Attendance monitoring Uniform support Free milk Support for trips Ad hoc childcare support	NfER briefing for school leaders identifies addressing attendance and providing emotional support strategies as a key step. Attendance concerns, and reasons behind them, need to be followed up immediately. Pupils need regular opportunity to discuss their worries and be supported to address them more quickly. They need additional support in aspects such as behaviour, progress, attitude in class, attendance, completion of homework and opportunity to help identify underlying issues. EEF evidence shows moderate impact from behaviour interventions. Emotional wellbeing should be seen as everyone's responsibility and needs to be a continual consideration in day to day classroom. ELSA is recognised as an effective intervention for those who need additional support.	4, 6 & 7
Peripatetic music lessons	Some disadvantaged pupils who need less academic support would benefit from wider enrichment opportunities. EEF evidence also suggests that pupils can make +3 months academic progress through arts participation.	5

**Total budgeted cost: £38,780**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Another complication in making comparisons is that we have very small numbers of disadvantaged pupils, many of which are also have additional SEND needs.

Data from tests and assessments suggest that, despite strong progress made by many disadvantaged pupils and some strong individual performances, the attainment of the school's disadvantaged pupils in 2021/22 was still below our aspirations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence, including persistent absence, among disadvantaged pupils was higher than their peers in 2021/22. This was a significant factor in the lack of progress for those pupils who made less progress and raising their attendance remains a focus in our current plan. We can see a positive impact in terms of progress for all the strategies we have deployed and will therefore be embedding those this year.

We are not at present on course to achieve the outcomes that we set out to achieve by 2023/24, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and have made slight changes to how we intend to use our (much lower)

budget this academic year, as set out in the Activity in This Academic Year section above.

## Externally provided programmes

Programme	Provider
Accelerated Reading	Renaissance
White Rose Maths	
Third Space Learning	
Dynamo Maths	