

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 2023 to 2024 academic year.

School overview

Detail	Data
School name: Greenfield Primary School	
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	12.6% (35 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 st November 2023
Date on which it will be reviewed	1 st February 2024
Statement authorised by	Claire Stylianides
Pupil premium lead	Claire Stylianides
Governor lead	Guy Carpenter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,925
Pupil premium funding carried forward from previous years	£0
Recovery Premium allocation	£5,800
Total budget for this academic year	£56,725

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 pupils entitled to pupil premium, 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	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and maths attainment among disadvantaged pupils.	At least 95% of Year 1 pupils meet the expected standard in the Phonics Screening Check Disadvantaged pupils achieve outcomes in-line with or above, national averages by the end of KS1 and KS2.
To achieve and sustain improved emotional wellbeing, self-regulation and resilience for all pupils in our	Sustained high levels of self-regulation and resilience demonstrated by qualitative data from pupil voice,

<p>school, particularly our disadvantaged pupils.</p>	<p>pupil and parent surveys and teacher surveys and observations.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: £24,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain high standards in phonics teaching (including access to online teaching platform with resources, decodable books, ongoing refresher training for teachers and TAs and training for new staff)</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
<p>Promote pupils' reading practise and ongoing motivation to read through Accelerated Reading Programme.</p>	<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>Ongoing subscription of White Rose maths curriculum and resources (inc. booklets)</p> <p>Subscription for Third Space & Herts Fluency programmes resources</p> <p>Release for targeted staff CPD with Maths Hub training</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. Continued involvement in Maths Hub mastery programme ensures quality CPD leading to consistently effective maths teaching.</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. phonics and early reading, maths)</p>	<p>Maths and phonics curriculums are hierarchical and specific to year group, so they 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 deploy strategies to meet needs) and classes/groups of similar attainment.</p>	2, 3 & 4

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches (including self-regulation) will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p>	6
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Targeted academic support

Budgeted cost: £22,295

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 6 pupils (a proportion is funded by School Led Tutoring) Additional TA support in KS2 to support the delivery of small group and 1:1 interventions for 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
Nessy (morning) Club for SEND/Disadvantaged pupils Dynamo maths subscription Nessy Subscription Afterschool 1:1 reading practice sessions	There is evidence in the toolkit to suggest that extending the school day for pupils has a positive impact. For 3 mornings per week, these pupils will start school earlier (8:30am) to use their online reading, spelling and maths intervention programmes rather than drawing pupils out of other lessons or hoping that they will access these at home. For the same reason, a few pupils will stay at school 20 mins later for extra reading practice with a TA.	4

Wider strategies

Budgeted cost: £9,950

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: £56,725

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 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. The data demonstrated that our disadvantaged pupils are attaining more strongly in mathematics and making stronger progress with their reading. The gap in attainment is widest in writing which is a key priority for school improvement.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils. A complication in making comparisons is that we have relatively small numbers of disadvantaged pupils, many of which are also have additional special education needs. Percentages are often not comparable and do not reflect the good progress made.

The data indicates:

Reading attainment (at 60%) is in line with disadvantaged pupils nationally but not as strong as our non-disadvantaged pupils (83%). However, the progress (2.0) disadvantaged pupils made since KS1 is in line with our non-disadvantaged pupils and much better than all pupils nationally. Disadvantaged pupils in Year 1 and Year 2 made good progress with phonics but due to small numbers and the majority having significant SEN, the data is not comparable. This is the same for reading attainment at the end of KS1.

Writing attainment (at 50%) is not as strong as non-disadvantaged pupils and disadvantaged pupils also made less progress since the end of KS1 (-0.3). Attainment of disadvantaged pupils at the end of KS1 is significantly lower than non-disadvantaged pupils but mainly relates to their SEN.

With mathematics, disadvantaged pupils' attainment at the expected standard (80%) is in line with our non-disadvantaged pupils (88%) and higher than all pupils nationally (71%) at the end of KS2. However, our disadvantaged pupils' overall progress since the end of KS1 is less strong than non-disadvantaged pupils. The attainment of disadvantaged pupils at the end of KS1 is lower than non-disadvantaged pupils but is in line with all pupils nationally and much stronger than in reading and writing. The average score for our disadvantaged pupils in the Year 4 Multiplication Tables Check is 19.5 compared to 22.1 for our non-disadvantaged pupils. 19.5 is higher than the average MTC score for disadvantaged pupils nationally (18.0) and close to the national score for all pupils (20.2).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of disadvantaged pupils is 3% lower than other pupils. Disadvantaged pupils receive more support for behaviour and wellbeing needs. This includes access to the ELSA provision.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2023/24, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our strategy has been particularly effective with maths and reading. It has made less of an impact on writing.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

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

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be prioritised, encouraged and supported to participate and at no cost to their parents where possible.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.