

Pupil premium strategy statement 2021/22

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.

School overview

Detail	Data
School name	Greenhead CofE Primary School
Pupils in school	45
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£14,795
Academic year or years covered by statement	2021 - 2022
Publish date	September, 2021
Review dates	April, 2022
Pupil premium lead	Debbie Clarke
Governor lead	Jenna Moore
Detail	Amount
Pupil premium funding allocation this academic year	£14,795
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£14,795

Funding overview

Pupil eligibility criteria	Amount of funding for each primary-aged pupil per year	Funding is paid to
Pupil Premium Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£1345	School
Pupil Premium (continued) Pupils who have been adopted from care or have left care	£2345	School

Part A: Pupil premium strategy plan

Statement of intent

At Greenhead CofE Primary School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Identify barriers to learning and provide individualised approaches to address characteristics of year groups/groups of learners at an early stage through intervention and focussed provision.
- Promoting an ethos of attainment for all children and ensuring that categorising disadvantaged children as an under-achieving group of learners does not occur.
- Focusing on high quality teaching and learning to ensure our learners are challenged and supported.
- Ensure effective deployment of staff and resources to support disadvantaged children.
- Make decisions based on analysis of data and responding to a wide-range of educational evidence.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age-related expectations; communication and language is exceptionally poor. This means they need to make accelerated progress compared to their peers to catch up.
2	All children need high quality teaching and feedback to ensure they make progress through a progressive and challenging curriculum and learning journey. Missed education in school resulting in children being well below Age Related Expectations.
3	Families and Pupils currently show poor mental health and well-being. Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities and work collaboratively, especially when working with other or when tasks are challenging.
4.	Pupils are displaying the need for targeted academic support to assist with specific needs, this includes specific needs – i.e. speech and language, dyslexia, SEND, Social, emotional and behavioural difficulties.
5.	Families unable to pay for additional costs associated with school, for example uniform and the need for support for home learning education. This has required more accessible uniform supplier and bespoke support for families.

6.	The need for senior and middle leaders to be able to drive forward strategic improvements so that all members of the school community are aware of developments and are able to contribute.
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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
Pupils eligible in EYFS make rapid progress in all areas to meet national expectations.	Foundation Stage tracking demonstrates that ‘disadvantaged’ children will make progress in line (or greater to) their peers and will achieve a Good Level of Development at the end of Foundation Stage.
The gap is effectively bridged between GLD (end of FS) and the National Curriculum (Y1). Transition between phases of education is effective, in particular early years to primary is a risk-point for vulnerable learners – particularly in light of COVID restrictions.	A higher percentage of pupils who are moving from EYFS into FS are achieving a GLD in all areas. Children in Year 1 are achieving a higher percentage in phonics assessments and a higher percentage of pupils in Year 2 have achieved their SATs results – this will need to be measured at the end of the year when results are in.
<p>English systems and strategies have been embedded:</p> <ul style="list-style-type: none"> - Phonics – Little Wandle Letters and Sounds is used as a synthetic phonics programme - Enhanced teaching and learning of vocabulary; - Improvement in reading attainment score at higher level in KS2. <p>Mathematics observations illustrate that children are engaged and making good progress within Maths lessons. Children are provided with high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge. Improvement in Mathematics progress score in KS2.</p>	<p>The new English Lead has gained a thorough overview of English across the school. New curriculum lead has been supported and coached through her introduction to the role by the Head Teacher who is an experienced English Lead.</p> <p>The effective learning routines of a new program - Little Wandle has led to a consistent approach across Early Years and KS1. The curriculum is adapted to ensure all elements of the NC are given appropriate attention. The attainment gap between those eligible for Pupil Premium and their peers has diminished. An increased number of children on Pupil Premium have passed the Year 1 and Year 2 phonics. Progress score for mathematics has improved.</p> <p>An increased number of Pupil Premium children are attaining higher levels in KS2 assessments in 2022.</p>
Planning, teaching and assessment is supported by Cornerstones Curriculum and the White Rose Maths programmes in place. The planned curriculum is balanced, broad, ambitious and progressive with key learning	Staff have enhanced understanding – which has been developed further in 2021-2022. Curriculum review of all subjects undertaken. Progression documents in place for all subjects. Intent and

<p>identified in the curriculum journey river display.</p>	<p>implementation is written and followed. Use of Cornerstones Maestro is embedded. Curriculum content and progression relates to curriculum strategy.</p>
<p>Improve emotional resilience for all pupils through use of TA support, guidance and intervention. Raised awareness amongst staff of the needs of SEND/Pupil Premium and mental health difficulties they may face. PSHE/RE programme and planning is in place across the Federation to improve spiritual, moral, cultural and personal reflection and education.</p>	<p>Lesson observations will demonstrate pupils' positive attitudes to learning and positive behaviours. Barriers to learning for each class written and shared with all staff. Whole school CPD and Individual staff development has ensured that there is a raised awareness of these areas of need. Staff and Pupil Questionnaires have been completed and action plans put in place. All staff have access to PSHE/RE planning – long term, medium term and lesson plans with materials to ensure progression and compliance with latest statutory guidance – supported by the Diocese.</p>
<p>Targeted academic support is in place:</p> <ul style="list-style-type: none"> - Effective use of additional adults; - Speech, Language and Communication issues are identified at the earliest point; - Interventions are tracked effectively; - Pupils with identified dyslexia are supported to make good progress. 	<p>Structure, training, CPD and support for TAs allows for effective liaison. Nursery transitional talks with Reception staff identify speech, language and communication needs in the first weeks of term ensures that all issues are quickly identified and support plans are in place. SENDCo has monitored all intervention packages utilised and tracked the progress being made by pupils with SEND/Pupil Premium. Investments in Nessy, Alpha to Omega, Little Wandle, Reading Eggs and dyslexia materials have provided supports and demonstrate progress amongst this group of pupils.</p>
<p>Families are not further deprived due to additional costs. Most vulnerable families are supported.</p>	<p>School provides additional items of clothing. Parents have a greater choice and are able to source uniform items at lower prices. Bespoke support has been given to families facing significant challenges/reaching crisis – particularly during and following the COVID 19 lockdowns. Parental involvement in learning has been increased and enhanced. Parents are more able to support their children with learning at home.</p>
<p>Wider strategies: Senior and middle leaders are more able to drive forward strategic improvements. Parental questionnaires enable parents/carers to realise and comment on developments and contribute towards improvements.</p>	<p>All involved have enhanced knowledge, understanding and confidence in driving positive change through structured review systems.</p>

	Parents are aware of changes and contribute via questionnaires, forums etc. https://eef.li/implementation/
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistant in EYFS.	<p>This will allow 1:1 support as needed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Effective liaison with Nursery feeder provider. Key expectations information produced and shared with Nursery feeder provider. Parent handbook and additional induction pack. Support for parents via website. Focus on routines and expectations in the first term.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</p> <p>Small Group Tuition +4 months Small group interventions around early reading/maths skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1
Teaching Assistants in each class to support pupils who are eligible for PP funding	<p>Evidence from Education Endowment Fund:</p> <p>Small Group Tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group interventions around early maths skills, Greenhead Primary is involved with this EEF Accelerator programme – 1st Class in number. made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1

	<p>Small group interventions around developing reading skills in KS2. Greenhead Primary is involved with this EEF Accelerator programme – Reciprocal Reading - children in the targeted intervention made an average of +2 months' additional progress in reading comprehension and overall reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
Development of learning behaviours	<p>Evidence from Education Endowment Fund: Social and Emotional Learning +4months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Speech and language interventions. Targeted social group support. Staff training around Growth Mindset. Staff MAPA training (postponed due to COVID). Staff training and specific support programmes for targeted individuals – including yoga, relax kids, mindfulness. Focus in teaching and learning on resilience – monitoring through observations/work scrutinies/pupil interviews. Whole school assemblies which focus on this area – Roots and Fruits. Before and After school clubs Bespoke support for individual pupils. 'Break out' areas.</p>	1, 3
Poor language and communication skills. Limited vocabulary.	<p>Whole staff CPD. Professional development of TA. Appointment of additional TA. Use of support and advice from Speech and Language Therapist. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Whole school focus on a communication friendly environment. Regular focus on communication and vocabulary in the curriculum. Use of standard English. Whole staff CPD undertaken around teaching vocabulary. All subjects/topics revised with focus on vocabulary. Vocabulary assessment used to identify issues with pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2
Lack of fluency/enjoyment of reading	<p>The Reading Framework – New 'Little Wandle' phonics program purchased £3,000 resources and £300 for access online.</p>	1,2

	<p>The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school. All children should take part in high-quality phonics sessions to systematically learn and use a progressive phonics programme of study.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Effective practice is seen as:</p> <p>‘At School’ readers:</p> <ul style="list-style-type: none"> - Whole class teaching of reading/guided reading; - Paired reading; - Intervention programmes; - Class texts; - Whole school targets regularly focus on reading; - Whole school focus on use of Standard English; - Focus weeks/days – i.e. Roald Dahl/World Book Day/visiting authors. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Special Educational Needs and Disabilities	<p>Constant plan/do/review cycle.</p> <p>Progression through graduated response and EHCPs as appropriate.</p> <p>Equality impact assessments of all areas of the curriculum.</p> <p>Accessibility Plan.</p> <p>CPD for staff.</p> <p>Disability awareness raising.</p> <p>Additional support for individuals.</p> <p>Therapeutic support for individuals.</p> <p>Support for parents choosing next placement for pupils, including transfer to specialist provision.</p> <p>Wide range of support materials and resources.</p> <p>Bespoke/appropriate opportunities.</p>	1,2,4
Purchase of programmes and packages	<p>Nessy</p> <p>Alpha to Omega</p> <p>Mnemonic Spellings</p> <p>Reading Eggs</p> <p>SPAG.com</p> <p>Dyslexia packages.</p> <p>Letterjoin</p> <p>Power Maths</p>	1,2,3,4

	TT rockstars Emotional Literacy Roots and Fruits Little Wandle	
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Wider strategies (for example, related to attendance, behaviour, wellbeing. For example, breakfast clubs, counselling to support emotional health and wellbeing, help with the cost of educational trips or visits)

Budgeted cost: £1,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Poverty	Signposting to support – i.e. Food banks, free holiday activities. Support for parents completing applications – such as those for disability living allowance (DLA) EHAs, including those supported by school nurse. Provide milk free and meals.	3,4,5
Poor attendance Improving School Attendance	Alarm call for parents Collection of pupils as temporary support. First call and follow up for vulnerable pupils. Weekly tracking – meetings between admin and HT. Celebration of 100% attendance. Letters to parents/carers – this now includes pupils who are regularly late. Meetings with teacher Meetings with DSL/SENDCo Home visits/house calls Co-ordination with outside agencies. Bespoke motivation and reward systems.	3,4,5
Purchase of school uniform/PE kit/Book bags/Water bottles/wellies etc	Whole school poverty-proofing of curriculum and opportunities through not charging/subsidising. Provision of uniform and other essential clothing and other items.	5,6
Lack of parental engagement	Signposting of advice and support. Communication – newsletter, website, emails etc. New parent information. Enhanced school website.	5,6

	Reception induction (not held due to COVID). Year group transition meetings Year 6 SATs meeting (not held due to COVID) 'Meet the Team' information for parents. Termly consultation evenings. Workshops for parents PSHE/RE themes – internet safety. Parental surveys. Person-centred approaches to graduated approach and EHCP meetings. Residential meetings for parents. Report in new format. Homework policy 'Open Door' policy Parental notice boards regularly updated. EHAs as appropriate. Parents signposted to relevant training opportunities.	
Educational Visits	Subsidising of trips and visits, including residential.	6
Provide Music Lessons – learning of a musical instrument.	Provision of instrumental tuition.	6

Total budgeted cost: £ 14,750

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Standardised assessments completed in July 2021 indicate that pupils are working at expected level.

Strategies used in 2020-21 were successful and so the school will continue to use some of these approaches.

Pupil premium children's performance overview for academic year 2019

- Y1 phonics - 100%; Y2 phonics - 100%

- Meeting expected standards at KS1 in reading, writing, maths and science – N/A

- Meeting expected standards at KS2 in reading 33%, writing 67%, maths 0%, spelling and grammar 67% and science -0%

Progress scores:

Reading -0.85

Writing -0.50

Maths – 8.18

Teaching Strategies

In EYFS, a full time TA was appointed for a child with PP who also had SEND. This meant that the child could be given the 1:1 support that they needed at all times of the day, including lunchtime/playtimes.

Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown.

Parental Engagement and contact was low during the spring lockdown so on return staff have worked on communication and language skills, phonics and early writing and numeracy.

A new member of support staff was appointed in EYFS to support on 1:1 basis – full time, the EYFS class has 2 members of support staff. This enabled flexibility to have the support that they need including EYFS experiential learning in the outdoor learning provision and during playtimes/lunchtime.

Throughout the rest of the school, TAs support children with a mixture of PP and SEND. This support is utilised in boosting children from their individual starting points and providing both academic as well as social/emotional and mental health support as needed. As a result of having support for all classes full time EYFS; full time KS1 and full time LKS2, it has meant that all the programmes and packages have been able to be timetabled and put into place to ensure consistency and repetition for those who need it. The impact has been so far, is that in KS1, all children are below expectations for reading, maths and writing. In KS2, 100% of children have made progress in-line with their peers. 90% are working in-line with age related expectations and 10% are working below. Children who are working below have their needs identified and intervention packages are in place.

Targeted Intervention

Identified pupils receiving one to one tuition across the autumn and spring term made good progress from their individual starting points. One child received 1:1 support this year from October onwards and a new TA was appointed into this post.

Wider Strategies

The introduction of Google Classroom and use of Oak National Academy supported school staff to communicate with parents, especially during periods of national lockdown. Zoom meetings also developed parental engagement through the ability to hold virtual meetings with parents.

We have worked with the Mental Health Support Team to ensure our children are as supported as they can be during the pandemic.

Alongside key worker children, those who were identified as 'vulnerable' during this period were enabled to attend our small 'bubbles' and links with parents/carers were increased through telephone, messages, zoom meetings and face-to-face opportunities during the lockdown. Links were also given for them to contact the relevant support outside of school as needed.

Families were supported via County for food vouchers – Hugg Lunch Vouchers for those entitled to FSM and food parcels were distributed to 2% of our children on pupil premium.

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see Governor Monitoring forms, the latest one of the monitoring visits occurred in March 2022.