

Greenbank Pupil premium strategy statement 2021/2022

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.

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.

School overview

Detail	Data
School name	Greenbank Primary
Number of pupils in school	418 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	33% 138 pupils
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Sandra Hartley
Pupil premium lead	Lisa Walsh
Governor / Trustee lead	Tim Wallis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,610
Recovery premium funding allocation this academic year	£31,482
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£218,092

Part A: Pupil premium strategy plan

Statement of intent

At Greenbank Primary School we have high aspirations and ambitions for our pupils and we believe that all learners should be able to reach their full potential. All members of staff and governors accept responsibility for Pupil Premium pupils and are committed to meeting their pastoral, social and academic needs within the school environment.

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. We are therefore committed to 'diminishing the gap' between Pupil Premium pupils and their peers.

Pupil Premium funding forms a vital part of this process, allowing us to remove barriers to learning and enable pupils to fully engage in our curriculum and school life. We aim to support our pupils by:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Providing opportunities to develop resilience, confidence and teamwork

Challenges

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

Challenge number	Detail of challenge
1	Pupil's social, emotional and mental health needs impact on their resilience, self-esteem and self-confidence – Covid Lockdowns have increased social, emotional and mental health needs of pupils and their families.
2	Pupils have poor language skills, including limited range of vocabulary, linked with limited life experiences.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Reaching age related expectation in Reading, Writing and Maths within each year group.
5	Pupil's attendance is not in line with the national and persistent absence is high.

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
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Support in place for parents/families to ensure that the basic needs of children are being met in order that children are increasingly ready to learn.</p> <p>Fewer welfare issues are recorded for disadvantaged pupils.</p> <p>Pupils to be confident, resilient and have higher self-esteem</p> <p>A programme of Adventurous Pursuit activities; kayaking, climbing, archery, geo-caching and Forest School will be in place to support pupils with resilience and confidence building.</p> <p>Early Help in place that support families to enable children attend school regularly.</p>
<p>Pupils have improved vocabulary when communicating in everyday general conversations and learning opportunities.</p>	<p>Pupils have an increased level of vocabulary beyond basic communication.</p> <p>Pupils use a wider range of vocabulary when discussing knowledge gained through learning opportunities and in general conversations.</p>
<p>A broad and balanced curriculum will be delivered to all pupils, including a range of opportunities for pupils to take the learning 'outside the classroom', making maximum use of the local environment.</p>	<p>A programme of Adventurous Pursuit activities; kayaking, climbing, archery, geo-caching and Forest School will be in place to support pupils with LOTC opportunities.</p> <p>Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance learning and make it memorable.</p> <p>The number of Pupil Premium pupils taking part in Residential Visits increases due to the significantly reduced costs</p>

	<p>from school subsidising visits. Pupils can therefore take part in learning activities off site linked to the year group curriculum.</p> <p>Educational Day Visits are free so that pupils can take part in learning off site that will enhance their learning.</p>
<p>To reach the age-related expectation for reading, writing and maths within each year group. Pupils make expected or better attainment in basic skills.</p>	<p>Differences seen on entry to the year group are diminished over time.</p> <p>Pupil Premium pupils to attain and progress in line with Non Pupil Premium pupils.</p>
<p>Attendance for Pupil Premium pupils improves and persistent absence reduces.</p>	<p>Attendance data indicates that the gap to national closes.</p> <p>Pupil Premium pupils attend school regularly and become less likely to be persistent absentees.</p>

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: £143,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of two Recovery Teachers to support with diminishing the gap due to Covid and lockdowns/bubble closures.</p> <p>Two highly qualified teachers (1 x FT ECT to release an experience teacher and 1 x 0.6 experienced teacher) deliver targeted support to pupils in specific year groups Y4, Y5 and Y6. See internal data in Part B of this document to justify reason for selecting these year groups for support by the Recovery teachers.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>There is extensive evidence supporting the impact of high quality small group tuition as a catch-up strategy.</p> <p>To be most effective, creating a three-way relationship between Recovery teacher, teacher and pupils is essential, ensuring that the learning is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>Recovery delivered by qualified teachers is likely to have the highest impact.</p>	<p>2 4</p>

<p>Employment of an Outdoor Team to support pupils with LOTC and Adventurous Pursuits opportunities.</p> <p>The Outdoor Team comprises of 1xTA4 and 2xTA3s. The Outdoor Team are trained and hold qualifications to deliver the following activities; kayaking, climbing, archery, sailing orienteering, geocaching and Forest School.</p>	<p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p> <p>In previous years pupils have been identified as having issues around resilience, self-esteem and confidence. Outdoor Learning opportunities make our pupils more resilient and confident. Pupils who require additional support beyond the Outdoor Learning offer are able to take part in other experiences eg: horse riding to support with empathy.</p> <p>Pupils have limited life experiences and as a result a limited amount of vocabulary. The Outdoor Learning that takes place supports the development of rich and varied vocabulary that can also link back to vocabulary used in the subjects being taught in the classroom. Everyday vocabulary and conversational vocabulary can be also extended as part of the pupil's participation in the Outdoor Learning opportunities.</p> <p>Providing a wide range of Outdoor Learning opportunities also enables the pupils to improve their understanding of the meaning of vocabulary and have experiences/ideas to write about in their lessons. This helps to support with diminishing the gap in reading and writing.</p>	<p>1 2 3 4 5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 1404

Activity	Evidence that supports this approach	Challenge number(s) addressed
Horse Riding – 6 week project x 2 groups of pupils.	EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.	1 3
TT Rockstars and Numbots - Maths online resource to support pupils with practising multiplication and division facts in school and at home.	EEF toolkit – parental engagement. EEF guide to pupil premium – targeted academic support. EEF – digital technology – clear evidence technology approaches are beneficial for learning	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 74,827

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Children's Welfare Officer and a Pastoral Officer to support families.	EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. EEF toolkit– Parental engagement Families that are directly Improved attendance for identified families. As a school that has a high level of vulnerability and an increased involvement with Social Services and other agencies it is essential that we know our pupils and can spot triggers that will affect	1 5

	<p>education eg: attendance and learning.</p> <p>The Children’s Welfare Officer and Pastoral Officer work alongside many pupils and families throughout school who are experiencing difficulties ranging from short term providing strategies and signposting to longer term support for families leading on early helps; submitting referrals and working alongside a great number of external agencies.</p> <p>Attendance of our vulnerable families is poor with many persistent absentees having involvement with our EWO. The Pastoral Team are part of the Attendance Team that monitors families and supports pupils being in school through strategies with routines, supporting pupils with anxiety that impacts on attendance and doing home visits.</p> <p>Both the Children’s Welfare Office and Pastoral Officer support teachers – sourcing CPD with external agencies in order to meet the needs of the pupils throughout school and providing ideas/strategies.</p> <p>They are a real presence around school and alongside the teachers, provide pupils with the reassurance they need in order to access their learning successfully.</p>	
<p>Support the costs of visits/visitors/residentials to support/enhance the curriculum experiences of the pupils:</p> <ul style="list-style-type: none"> -Kayaking -Sailing -Climbing -Archery 	<p>EEF – outdoor adventure learning shows positive benefits on academic learning and self - confidence.</p> <p>Educational Visits benefit primary school pupils in many ways, and can be inspiring, positive experiences that not only enhance</p>	<p>1 2 3 4 5</p>

<ul style="list-style-type: none"> -Forest School -Costs of running 2 minibuses -Outdoor Memberships -Residential subsidies for Y3-Y6 	<p>learning and understanding, but also pupils' social and personal development.</p> <p>Educational Visits provide the opportunity for pupils to immerse themselves in new, different and exciting environments where learning is less formal – but sometimes more powerful – and a recreational element threads through their day.</p> <p>These LOTC opportunities support pupil's attending school as they enjoy the different learning opportunities is available.</p>	
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Total budgeted cost: £ 219,614

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 the pandemic, curricular coverage was a mixture of face to face teaching and online learning. There were obviously periods of isolation for classes/pupils which impacted on teaching/learning. Laptops were provided to Pupil Premium pupils who required a laptop in order for them to access teaching and learning resources during the second lockdown.

School also made every effort to ensure that all families without devices were provided with them so that online learning could be accessed.

All pupil engagement was monitored through the use of registers during live lessons and Google Classroom assignments.

Internal data shows that at the end of 2020-2021 academic year:

Pupil Premium and Non –Pupil Premium reaching end of year expectations for end of academic year 2020-2021. Where 0% the pupils were attaining mainly at the expectation for the end of the Spring Term.

	Reading		Writing		Maths	
	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
Year 1	28%	27%	18%	19%	24%	0%
Year 2	29%	33%	10%	18%	0%	0%
Year 3	7%	15%	0%	6%	0%	0%
Year 4	54%	59%	38%	29%	67%	73%
Year 5	36%	44%	32%	35%	25%	44%
Year 6	54%	58%	50%	65%	72%	71%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars and Numbots	Maths Circle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA no service pupils attend Greenbank Primary.
What was the impact of that spending on service pupil premium eligible pupils?	NA no service pupils attend Greenbank Primary.