

Pupil premium strategy statement – Greet Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	845
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Tania Yasmin, Headteacher
Pupil premium lead	Tania Yasmin, Headteacher
Governor / Trustee lead	Mark Unwin, CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£416,130.00
Recovery premium funding allocation this academic year	£41,470.00
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£457,600.00

Part A: Pupil premium strategy plan

Statement of intent

- We allocate Pupil Premium funding following a careful needs analysis which identifies priority groups or individuals.
- We recognise the importance of quality first teaching above all other interventions and initiatives.
- We ensure that the best possible provision is made for pupils who belong to vulnerable groups, following careful assessment of need.
- We recognise the importance of early intervention in working with socially disadvantaged pupils.
- We use the funding to accelerate pupils' progress and assist them in reaching age-related expectations and above.
- We recognise the importance of emotional and mental wellbeing and prioritise this as a first step to supporting disadvantaged children.
- Pupils who are assessed as falling behind are tracked more closely by senior leaders.
- We track, monitor and evaluate the impact of funding on pupils' outcomes and staff deployment.
- We report to the Trust promptly and accurately on the progress made by pupils in narrowing the gap against non-disadvantaged pupils nationally.

Our Strategies

1. Whole-school ethos of attainment for all
2. Addressing behaviour and attendance
3. Quality First teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Respond to data and evidence
7. Clear, responsive leadership

Challenges

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

Challenge number	Detail of challenge
1	Increased gap in attainment in writing due to impact of Covid-19 pandemic and school closures and attendance.
2	Increased gap in attainment in reading in KS2 due to impact of Covid-19 pandemic and school closures and attendance.
3	Increased persistent absenteeism due to impact of Covid-19 pandemic and school closures and attendance.
4	Increased gap in attainment in oracy and communication skills due to impact of Covid-19 pandemic and school closures and attendance.

5	Increased gap in school readiness linked to social, mental health and emotional wellbeing needs due to impact of Covid-19 pandemic and school closures and attendance.
6	Low levels of language on entry to school limits reading, comprehension and writing skills. Especially evident in EYFS evident and Year 1.

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
All pupils, including those identified as disadvantaged will achieve well in writing and meet at least age related expectations (with the exception of identified pupils those with SEND).	<p>1 year strategy for Y6</p> <ul style="list-style-type: none"> Writing is a school improvement priority. Clear writing strategy and framework written by 1st November 2021. Classroom Practitioners will be trained to deliver Quality First Teaching through the school's Writing Framework, CPD Framework, Appraisal and Pedagogy Framework by July 2022. 80% of current Y6 pupils will meet ARE or above by end of year. <p>2 year strategy for EYFS – Y5</p> <ul style="list-style-type: none"> Writing is a school improvement priority. Clear writing strategy and framework written by 1st November 2021. Classroom Practitioners will be trained to deliver Quality First Teaching through the school's Writing Framework, CPD Framework, Appraisal and Pedagogy Framework by July 2022. All pupils (with the exception of identified pupils with SEND) will meet or will be on track to meet ARE or GD in writing by 2023. <p>Attainment will be at least at national.</p>
All pupils, including those identified as disadvantaged will achieve well in reading and meet at least age related	<p>1 year strategy</p> <ul style="list-style-type: none"> Pupils in KS2 not on track to meet ARE or above will be identified using NGRT GLA assessments.

expectations (with the exception of identified pupils those with SEND).	<ul style="list-style-type: none"> ○ All practitioners will be trained to ensure pupils build up knowledge and skills in reading through CPD. ○ Monitoring will demonstrate that the Reading Framework is being implemented to a high standard. <p>2 -3 year strategy ○ All pupils (with the exception of identified pupils with SEND) will meeting or on track to meet ARE or GD in Reading by 2022. Attainment will be at least at national.</p>
Pupils who are identified as disadvantaged and having SEND will make strong progress from their starting points.	<p>1 year strategy ○ Pupils with complex needs will make strong progress as a result of the provision made for them in the Hive.</p> <p>2-3 year strategy ○ All pupils with SEND will be taught in class with their peers by a skilled practitioner.</p>
Decrease the % of persistent absence so that it is better or in line with national.	<p>1 year strategy ○ All pupils identified as persistent absentees will be on an attendance plan.</p> <ul style="list-style-type: none"> ○ School leaders will have engaged with parents/carers of persistent absence. ○ Persistent absence will be in line with national or better. <p>2-3 year strategy ○ Attendance will be at least national.</p>

<p>All pupils will have strong oracy skills.</p>	<p>2 year strategy</p> <ul style="list-style-type: none"> ○ Leaders will have developed an oracy framework. ○ Leaders will have developed a vocabulary framework. ○ Leaders will have developed a language structures framework. ○ Classroom practitioners will use the frameworks to build pupils oracy, language skills. ○ Pupils will be involved in debating competitions across Trust schools. <ul style="list-style-type: none"> ○ Pupils identified as disadvantaged will have the opportunity to attend workshops at Blue Coat Independent School. ○ All pupils will have strong oracy, language and communications skills.
<p>Pupils will be ready to learn as their social, mental health and emotional wellbeing needs have been met.</p>	<p>1 year strategy</p> <ul style="list-style-type: none"> ○ Lead Teacher for Mental Health & Wellbeing appointed. ○ CPD on identifying pupil needs ○ Boxall resource used to identify pupil needs, plan support. ○ Use Boxall to track and monitor impact. ○ Developed resources including staffing to deliver interventions. ○ All pupils to be physically active. ○ All pupils to have a better understanding of healthy eating. ○ Pupils with identified SEMH needs will receive specialist support from trained counsellors. <p>2 year strategy</p> <ul style="list-style-type: none"> ○ Thrive approach will be in place.

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Quality First Teaching:	Education Endowment Foundation	1,2, 4
CPD	Education Endowment Foundation	1,2, 4
Coaching	Education Endowment Foundation	1,2, 4
Walk -Throughs	Education Endowment Foundation	1,2, 4
Tackling weak teaching	Education Endowment Foundation	1,2, 4
Curriculum Development	Education Endowment Foundation	1,2, 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 194,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. FFT - National Tutoring Programme, pupils will work with a tutor for 6 weeks to catch-up their reading skills, with daily 30-minute tutoring sessions in school.</p> <ul style="list-style-type: none"> • Y3 & Y4 Targeting 30 pupils 	https://educationendowmentfoundation.org.uk/support-forschools/schoolimprovementplanning/3-widerstrategies?utm_source=/support-forschools/schoolimprovementplanning/3-widerstrategie&utm_medium=search&utm_campaign=site_search&search_term=wider%20strategies	2
<p>2. Senior Leaders deliver breakfast tutoring for 6 weeks to catch up on Reading</p> <ul style="list-style-type: none"> • Y6 Targeting 40 pupils 		2

<p>3. <i>School Based Interventions carried out by PSA's & Additional Teachers</i></p> <ul style="list-style-type: none"> • <i>Power Maths</i> • <i>RWI</i> • <i>Physical Health</i> • <i>Speech & Language</i> • <i>EAL</i> • <i>Social Interventions</i> 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 111,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School leaders will</p> <ol style="list-style-type: none"> 1. Deliver clear messages about expectations, routines and consequences to new pupils and families through parent information leaflet. 	https://www.gov.uk/government/publications/school-attendance/framework-forsecuring-full-attendance-actions-for-schools-and-local-authorities	3

<p>2. Regularly communicate expectations for attendance and punctuality and school performance through newsletter.</p> <p>3. Establish and monitor implementation of rewards for attendance and punctuality and sanctions for absence and lateness.</p> <p>4. Monitor whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions</p> <p>5. Monitor robust arrangements to identify, report and support children missing</p> <p>Pupils at risk of persistent absence</p> <p>6. Establish robust escalation procedures which are initiated before absence becomes a problem by:</p> <ul style="list-style-type: none"> • sending letters to parents and carers • having a weekly attendance review • creating attendance clinics • using fixed penalty notices • engaging with LA staff, including social workers where appropriate. <p>7. Implement a range of evidencebased interventions to address barriers to attendance</p> <p>Pupils who are persistently absent</p> <p>8. Establish clear and effective service level agreements with external partners to support pupils with persistent absence, including:</p> <ul style="list-style-type: none"> • local authority education welfare and attendance services 		
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<ul style="list-style-type: none">• school nursing and mental health professionals• children's social care staff where appropriate <p>9. Buy in Place2Be to support vulnerable pupils including those</p>		
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<p>with persistent absence, for example:</p> <ul style="list-style-type: none"> • mental health charities • mentoring organisations • young carers association <p>10. Lead on attendance reviews and clinics in line with escalation procedures</p>		
<p>Wellbeing</p> <p>11. Develop a strong RHE Curriculum which is supported by parents and the wider community. Through the RHE Curriculum, planned learning opportunities and daily practice children will develop a range of strategies they can use.</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulation • Social awareness • Relationship skills • Responsible decisionmaking 	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvementplanning/3-wider-strategies?utm_source=/supportfor-schools/school-improvementplanning/3-wider-strategie&utm_medium=search&utm_campaign=site_search&search_term=wider%20strategies	

Total budgeted cost: £ 405,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact

Pupil Wellbeing

Internal assessments and observations have indicated that pupil behaviour, wellbeing, and mental health were significantly impacted over the last two years due to various social and emotional challenges. The strategic use of pupil premium funding to provide targeted wellbeing support for specific pupils, as well as for the entire pupil body, has resulted in most pupils being ready to engage and learn. This focus on wellbeing has had a positive impact on attainment. Internal data from the NTS (National Test Series) and NGRT (New Group Reading Test) indicates that pupils in Key Stage 2 are on track and effectively "closing gaps" in their learning.

Reading

There has been a relentless focus on reading and the provision surrounding it, particularly in the development of phonics teaching. This initiative will continue to be a

priority. Early assessments suggest that this emphasis has yielded positive outcomes, with 88% of pupils passing the phonics screening check in Year 2. The ongoing development of synthetic phonics instruction remains a key focus area for the school.

Mathematics

To enhance the teaching of mathematics, the school has adopted a mastery mathematics curriculum. Continuous professional development (CPD) for teachers has been paramount to the successful implementation of this curriculum. This focus on mathematics will remain a priority moving forward.

Curriculum Development

The school has concentrated on developing a coherent, connected, and cumulative curriculum designed to give pupils a strong sense of their identity and their place in the world. This curriculum is knowledge-rich and relevant, enabling pupils to achieve academic excellence, practice social intelligence, and live ethical lives. As a result of the curriculum development efforts and CPD focused on pedagogical understanding, teachers have been able to deliver a broad curriculum effectively, both face-to-face and online.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and key stage 2 performance data, phonics check results and our own internal assessments.

1. Entry Performance of Disadvantaged Pupils

Disadvantaged pupils enter Greet significantly below their non-disadvantaged peers and very significantly below national comparisons. This initial gap highlights the challenges faced by these pupils at the outset of their educational journey.

2. Reception Outcomes

By the end of Reception, disadvantaged pupils leave significantly above their peers and above all pupils nationally. This remarkable progress indicates the effectiveness of the early years provision in supporting disadvantaged pupils.

3. Key Stage 1 Performance

In Key Stage 1, disadvantaged pupils perform below their non-disadvantaged peers and well below all pupils nationally. This is particularly evident due to the impact of 17 in-year entrants, of which only 3 passed, all of whom were non-disadvantaged. However, their performance improves significantly to above their peers by Year 2, demonstrating a positive trajectory.

4. End of Key Stage 2 Outcomes

By the end of their time at Greet, disadvantaged pupils perform significantly better than their peers in reading, writing, and mathematics combined. In reading, they are also significantly above their peers, while their performance in writing and mathematics is in line with that of their peers. The comparison to all pupils nationally presents a mixed picture, but overall, the results are close.

5. Attendance and Persistent Absence

Last year, the attendance and persistent absence rates for disadvantaged pupils were in line with each other but below those of all pupils nationally. However, there has been considerable improvement in both attendance and persistent absence this year, indicating effective strategies are being implemented to support these pupils.

Conclusion

The data illustrates a clear narrative of progress for disadvantaged pupils at Greet School, particularly in early years and through to the end of Key Stage 2. Continued focus on attendance and targeted interventions will be essential to maintain and build upon this momentum.

Externally provided programmes

Programme	Provider
TIASS	Birmingham Education Psychology
CERTS	Birmingham Education Psychology
Inclusive Attendance	Wayne Harris
CPI Classroom Climate	CPI

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

Additional activity