

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)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
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	£365,840
Recovery premium funding allocation this academic year	£39,585
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£405,425

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.

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 expectations (with the exception of identified pupils those with SEND).	<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. ○ All practitioners will be trained to ensure pupils build up knowledge and skills in reading through CPD.

	<ul style="list-style-type: none"> ○ Monitoring will demonstrate that the Reading Framework is being implemented to a high standard. <p>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</p> <ul style="list-style-type: none"> ○ Pupils with complex needs will make strong progress as a result of the provision made for them in the Hive. <p>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</p> <ul style="list-style-type: none"> ○ All pupils identified as persistent absentees will be on an attendance plan. ○ School leaders will have engaged with parents/carers of persistent absence. ○ Persistent absence will be in line with national or better. <p>2 year strategy</p> <p>Attendance will be better than national.</p>
All pupils will have strong oracy skills.	<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. ○ Pupils identified as disadvantaged will have the opportunity to attend workshops at Blue Coat Independent School. <p>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>1 year strategy</p> <ul style="list-style-type: none"> ○ Lead Teacher for Mental Health & Wellbeing appointed. ○ CPD on identifying pupil needs

	<ul style="list-style-type: none"> ○ 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 Thrive approach will be in place.</p>
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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: £ 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 	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies?utm_source=/support-for-schools/school-improvement-planning/3-wider-strategie&utm_medium=search&utm_campaign=site_search&search_term=wider%20strategies</p>	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> 		

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>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	3

1. Deliver clear messages about expectations, routines and consequences to new pupils and families through parent information leaflet.
2. Regularly communicate expectations for attendance and punctuality and school performance through newsletter.
3. Establish and monitor implementation of rewards for attendance and punctuality and sanctions for absence and lateness.
4. Monitor whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions
5. Monitor robust arrangements to identify, report and support children missing

Pupils at risk of persistent absence

6. Establish robust escalation procedures which are initiated before absence becomes a problem by:
 - 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.
7. Implement a range of evidence-based interventions to address barriers to attendance

Pupils who are persistently absent

8. Establish clear and effective service level agreements with external partners to support pupils with persistent absence, including:
 - local authority education welfare and attendance services

<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 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 decision-making 	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies?utm_source=/support-for-schools/school-improvement-planning/3-wider-strategie&utm_medium=search&utm_campaign=site_search&search_term=wider%20strategies</p>	

Total budgeted cost: £ 405,500

Part B: Review of the previous academic year

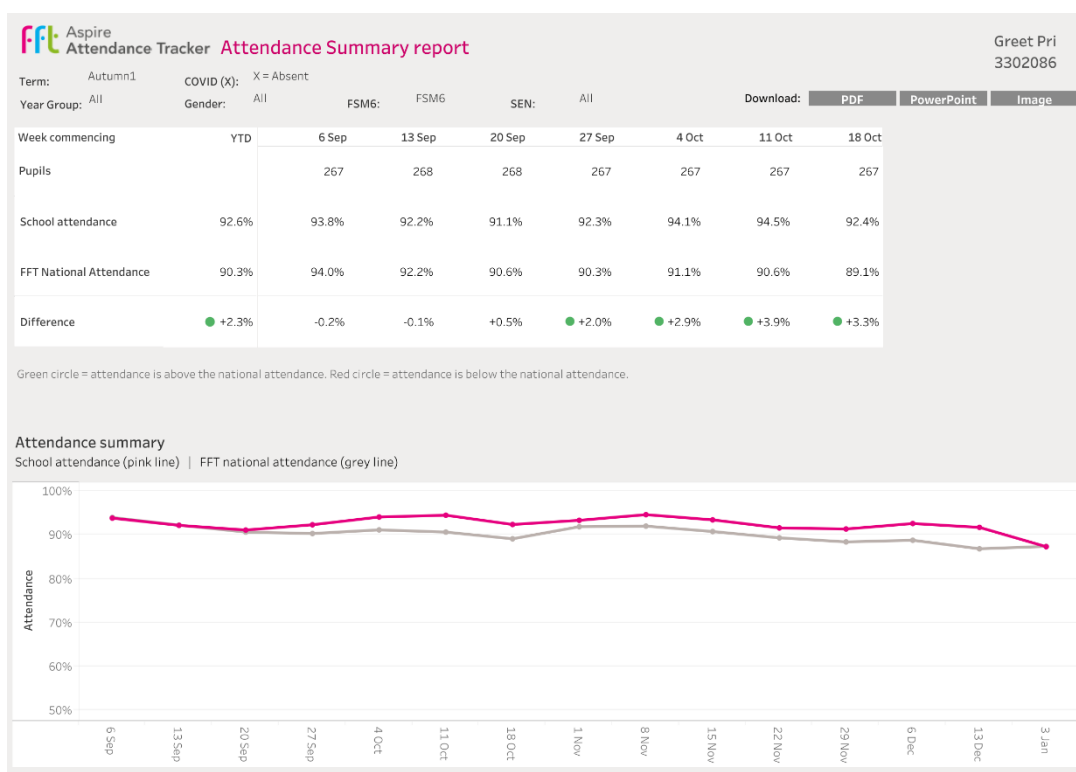
Outcomes for disadvantaged pupils

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.

Impact

Attendance

Although attendance in 2020/21 was lower than in the preceding 3 years it was higher than national averages. In the Autumn term of 2020 absence among disadvantaged pupils was higher than their peers, the actions taken has resulted in much improved attendance. And has continued to remain above national averages for all pupils into Autumn 2021.



Pupil Wellbeing

Internal assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, due to Covid-19 related issues. The use of pupil premium funding to provide wellbeing support for targeted pupils and all pupils resulted in most pupils ready to engage and learn. This has had positive impact on attainment. Internal data (NTS & NGRT) indicates that pupils in KS2 are on

track and “closing gaps”. The year group most impacted are Y2 and this is a key focus for the next academic year.

Reading

There has been a relentless focus on reading and the provision for reading including the development of teaching phonics. This will continue. Early assessments are indicating that this has had positive outcomes. As a result, 88% of pupils passed the phonics screening check in Y2. The development of the teaching of synthetics phonics remain a key focus.

Mathematics

The school bought into a mastery mathematics curriculum to support the teaching of mathematics. CPD for teachers has been paramount to the success of the launch. This will continue to remain a focus.

Curriculum Development

The school focused on the development of a coherent, connected and cumulative curriculum. A curriculum designed to give children a strong sense of their own identity and their place in the world. It is knowledge rich and relevant allowing our pupils to achieve academic excellence, practice social intelligence and live ethical lives. As a result of the curriculum development work and CPD on pedagogical understanding teachers have been able to continue to deliver a broad curriculum but face to face and online.

Externally provided programmes

Programme	Provider

Further information (optional)

Additional activity

Our pupil premium strategy was supported by the Summer HAF project where over 260 children accessed summer holiday provision. The focus was to provide two healthy meals a day and activities which would promote physical and emotional wellbeing. As a result of the four-week long project many disadvantaged and vulnerable pupils returned to school in September ready to engage and learn and have continued to do so.