



Greenlands CP School 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.

School overview

Detail	Data
School name	Greenlands CP School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	April 2025
Statement authorised by	Sue Cornwell Head Teacher
Pupil premium lead	Sue Cornwell
Governor / Trustee lead	Graeme Semple

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,260
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£116,280

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

During the academic years 2022-2025, Greenlands Community Primary School will be using the Pupil Premium Funding and any additional Recovery Premium Funding to focus on the following areas:

- Improving the quality of teaching, learning and progress for disadvantaged pupils within Mathematics. This is also a SIP priority area for 2022-2023.
- Supporting and improving the emotional wellbeing of children to ensure behaviour for learning is strong across school. To ensure children are ready to learn and able to fulfil potential. To implement strategies and resources to improve behaviour at unstructured times and provide high quality targeted support for specific children. This is a SIP priority area for 2022-2023.
- Improving the attendance and punctuality of disadvantaged families. This is an ongoing priority for our children, particularly following the pandemic.
- Enriching the curriculum to widen pupil experiences and develop their cultural capital.

We will continue to use the funding to plan for, develop and implement high-quality teaching for all pupils, targeted academic support for smaller groups of children or individuals and finally offering wider support, which may not have a main educational focus, but will benefit the pupils' social, emotional, physical, spiritual and mental wellbeing. We believe that by focusing on these four key priorities it will enable the school to:

- Raise attainment and progress in Mathematics by developing reasoning skills across the school
- ensure that all children are able to learn and are happy in school at all times

- support pupils and parents with punctuality and attendance so that disadvantaged pupils are able to access the teaching, academic support and wider support offered by the school
- widen pupils understanding of the wider world, outside of their local area
- develop their cultural capital; enabling skill development and creative learning via a wider array of cultural experiences

Challenges

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

Challenge number	Detail of challenge
1	<p>2021-2022 End of Key Stage Assessments from Key Stage 2, along with internal data, from all year groups, demonstrate that Maths is a priority area for development. Staff changes and a new maths subject leader means that gaps will close swiftly and that priorities can be addressed and acted upon.</p> <p>The closure of schools in 2019-2020 and 2020-2021 affected all areas of the school curriculum. Some recovery has been made during the academic years of 2020-2021 and 2021-2022, but this has been at a slower rate for Maths than that of Reading and Writing, with fewer children working at age related expectations in this subject area. For the Y6 children in 21/22, despite catch up support, emotional issues prevented some children from fulfilling potential.</p> <p>This will be a SIP priority for 2022-23 and a key focus for CPD.</p>
2	<p>Behaviour for learning has been affected for some of our children. Unfortunately, we have seen a spike in suspensions for a small number of children. Advice has been sought from the Inclusion Hub and support bought in from Golden Hill to try to ensure the children remain in school without further impacting theirs, or other children's learning.</p> <p>High quality mentoring and nurture support is a priority and school has invested in the Thrive approach training for our two learning mentors.</p>
3	<p>Following on from the pandemic, school has been affected by lower attendance. 2021-2022 saw the greatest number of positive cases within school, with parents sensibly testing their children and choosing to keep them at home. Unfortunately for some families, additional cautiousness has presented in pupils remaining at home when they do not have COVID-19 and could be in school. Some of our parents and children became accustomed to their children being at home, during the lockdowns, and have therefore put less importance on their children</p>

	<p>being in school. This has affected the attendance and punctuality for these pupils. Internal attendance data and the Pupil Premium Tracking for 2021-2022 have shown that a large number of disadvantaged pupils' attendance is below the expected 95%. Because of this, these children receive less high quality teaching and planned intervention. This is widening the gap between them and their well-attending peers. This will also be an ongoing priority.</p> <p>We are working with specific families to try and support them with strategies to improve attendance and punctuality going forward. We operate a first response system. Learning mentors provide extra support. Specific children are targeted to attend breakfast club and bagels are provided for children who need them. This can encourage children to attend school in time to receive these.</p>
4	<p>With a large of pupils coming from disadvantaged backgrounds (44% for the academic year 2021-2022), parents have less surplus money to use for leisure time such as holidays, visits and experiences. In the current climate of a predicted cost of living crisis, where fuel bills and food costs continue to soar, this will only be greater effected. Consequently, pupils have a limited understanding of life beyond the local estate. They do not have the same cultural capital as their peers from different backgrounds. This disadvantage is demonstrated in their understanding of the wider world, communication and language is a key priority when children start school. Our baseline indicates that the majority of children start Greenlands with delayed abilities and it is paramount we invest heavily in EYFS to start to close the gap in abilities.</p> <p>We need to focus on enriching their school experience to develop a love of learning and promote cultural capital.</p>

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
Improving the quality of teaching, learning and progress for disadvantaged pupils within Mathematics.	<ul style="list-style-type: none"> • PP Maths Assessments across the school demonstrate expected/ accelerated progress. • Increased % of disadvantaged & all pupils working at ARE. • Increased % of disadvantage & all pupils working at Greater Depth. Pupils demonstrating increased number sense; fluency in calculation and a confidence and flexibility with number.

	<ul style="list-style-type: none"> • High quality teaching and learning established across all Key Stages building upon prior learning • Reasoning/ Problem Solving being a key priority within the Maths curriculum
Children are ready to learn and are able to articulate when they need support to regulate and manage emotions	<ul style="list-style-type: none"> • Targeted approaches are adapted to meet the needs of specific children • Teachers work consistently in implementing specific strategies and approaches to support children in a coherent way • All children have a supportive relationship with key staff in school • High quality mentor support impacts well being and academic progress
Improving the attendance and punctuality of disadvantaged families.	<ul style="list-style-type: none"> • The attendance for disadvantaged & all pupils improves, with an increasing number of pupils at 96% attendance and above. • The punctuality for disadvantaged & all pupils improves, with a lower number of persistently late pupils. • Disadvantaged & all pupils are able to access daily high quality teaching and interventions, without gaps in their learning and loss of understanding and knowledge. • Pupil attendance and punctuality is monitored by the SLT regularly. <ul style="list-style-type: none"> • Initiatives and strategies for improving both attendance and punctuality are reviewed and adopted to increase their effectiveness. • The Learning Mentors support PP families who are struggling, including an in-school time breakfast club to encourage PP pupils to be in on time. <ul style="list-style-type: none"> • Attendance and Punctuality to have a high profile within school e.g. school assemblies, rewards etc. • Regular monitoring of attendance enables support to be quickly implemented.
Enriching the curriculum to widen pupil experiences and develop their cultural capital.	<ul style="list-style-type: none"> • Class teachers and Subject Leaders consider how their subject areas can be further enriched to enhance and

	<p>support the wider curriculum. This is demonstrated in Subject Action Plans for the academic year.</p> <ul style="list-style-type: none"> • All pupils have the opportunity to participate in the residential visit to PGL by the end of KS2. Y6 are given priority and the visit is heavily subsidised from PP funding. • Children are invited to attend extra curricular activities in school run by class teachers on a termly basis • Team Theme provide extra curricular activities at home time and lunch time to encourage physical activity • Team Theme holiday club is subsidised to be accessible to all children • All children attend the whole school theatre visit <ul style="list-style-type: none"> • Pupils drawing on their wider experiences so it has a positive impact on their curriculum learning and enables them to have a greater ability to find links and themes within subjects and across the curriculum.
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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: £ 13,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maths 2 day leadership course</i> <i>Year group specific maths half day courses</i> <i>Support from mathematics consultant</i>	<ul style="list-style-type: none"> Teach children to apply and build upon strategies for solving problems Subject knowledge and expectation improves for all teachers <p>EEF: Guidance Report 'Improving Mathematics in Key Stage 1.' (October 2021). Point 2: Dedicate time for children to learn mathematics and integrate mathematics throughout the day.</p> <p>EEF: Guidance Report 'Improving Mathematics in Key Stage 2 and 3.' (October 2021). Point 4: Enable pupils to develop a rich network of mathematical knowledge.</p>	1
<i>Staff training to support managing challenging behaviour-Golden Hill</i>	<ul style="list-style-type: none"> Consistent approach to help children regulate and manage behaviour 	2
<i>Raise profile of mentors across school and to lead positive lunchtimes</i>	<ul style="list-style-type: none"> Mentors effective in helping children regulate Safe space and nurture support 	2

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

Budgeted cost: £ 88,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Use TAs effectively across school to help children develop independent learning skills and manage own learning-all classes have one full time TA. Support TAs to support early reading. Emotional support through learning mentors raised profile</i></p>	<ul style="list-style-type: none"> • Impact of full time TA in each class to support all children • Impact of catch up and targeted interventions for specific children • Behaviour for learning is a strength across school-specific children need extra support in this area currently-consistent and positive approach needed • Booster classes for SATs <p>EEF: Teaching and Learning Toolkit – Individualised Instruction.</p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.</p> <p>EEF: Teaching and Learning Toolkit: Small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum</p>	<p>1,2</p>
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<i>Mentor training</i>	<ul style="list-style-type: none"> • Specific measurable approach to supporting behaviour and well being effectively. Developing nurture room is a priority • 2024-following retirement of the mentor arrange for some bespoke behaviour support for identified children <p>HM Government: Promoting children and young people's mental health and wellbeing -It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.</p>	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Holiday club every half term</i>	<ul style="list-style-type: none"> • Children more active, out of the house and being physically active throughout the holidays. <p>EEF: Teaching and Learning Toolkit: Extending School Time. Additional non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school.</p>	4
<i>PGL for all upper KS2</i>	<ul style="list-style-type: none"> • Residential builds confidence, risk taking in a safe environment and improves social skills. Opportunities provided that would not otherwise be experienced by a vast majority of children. <p>EEF: Teaching and Learning Toolkit: Outdoor and Adventure Learning. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate</p>	4

	in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	
<i>Pantomime visit for the whole school</i>	<ul style="list-style-type: none"> Children improve cultural capital by being given wider opportunities to experience learning beyond the curriculum <p>EEF: Teaching and Learning Toolkit – Arts Appreciation. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p>	4
<i>Visits and visitors to enrich the curriculum</i>	<ul style="list-style-type: none"> Class visits to museums, interactive learning zones, author visits, sporting events enhance the curriculum and develop a love of learning <p>EEF: Teaching and Learning Toolkit – Arts Appreciation. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds</p>	4
<i>Attendance and punctuality support</i>	<p>First response-safeguarding, improves communication</p> <p>Initiatives for class of the week</p> <p>Breakfast club well attended</p> <p>Mentor working with key families-EHA where necessary</p>	3
Promoting readiness & ability to learn:	EEF News:	2/3

Breakfast Club In-school Breakfast Club	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today.	
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Total budgeted cost: £116,280

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 previous statement

Intended outcome	Review
To begin to close the gap in EYFS in all areas, specifically communication and language	<p>High quality teaching and learning meant that despite a very low baseline children made accelerated progress to achieve in all areas. From a baseline of 25% in all areas, GLD was at 67% at the end of the year. This was above National expectation.</p> <p>Staff deployment, emotional support, and targeted support with the NELI programme meant that communication and language was a key focus and pupil progress meeting tracked the children effectively to close gaps.</p>

Intended outcome	Review
To improve outcomes and narrow the gap for PP children particularly in reading and maths	<p>End of EYFS-67%</p> <p>Phonics Y1-79%</p> <p>Phonics Y2-100%</p> <p>KS1-R-70% W- 70% M-73%. All above National</p> <p>KS2-R-65% W-74% M-52%</p> <p>Early reading is a specific focus to provide early targeted support across school to improve standards.</p>

	<p>Internal data suggest that pp re out performed by non pp children.</p> <p>Investments have been made to ensure resources including human resources are working to address this. It was a key focus on the SDP previously and obviously remains a focus to try to close gaps between pp and their peers.</p>
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Intended outcome	Review
Attendance improves to be in line with national expectation	<p>Overall attendance was 92% for the year. This was mainly due to covid and related illnesses plus holidays from lockdowns. Of the children below 95% across the year 52% were pupil premium.</p>

Intended outcome	Review
Specialist teacher support addresses any barriers early in school	<p>SEN and Inclusion teacher involvement. 63% of the children on the SEN record are also pp.</p>