



# Pupil premium report for Greenlands CP School

## Coronavirus: flexibility in reporting requirements

The DfE understands that due to coronavirus and school closures, it won't be possible for you to evaluate the impact of your pupil premium for all of the 2019/20 academic year.

Instead, they say you should monitor and report on the grant's impact at the end of the 2020/21 financial year. This report should cover the whole period between September 2019 and March 2021, but you can give most detail about the grant's use and impact for the period between September 2020 and March 2021. (Note that if you want, you can include any changes you made to your pupil premium spending due to coronavirus.)

## Pupil premium spending 20-21

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 21	Date of next pupil premium review:	September 22
Total number of pupils:	205	Total pupil premium budget:	£123, 705
Number of pupils eligible for pupil premium:	88 children 43%	Amount of pupil premium received per child:	£1320

## STRATEGY STATEMENT

Good teaching and knowing our children is the most important lever to improve outcome for disadvantaged pupils. We use our pupil premium funding in a variety of ways to raise the attainment of all our children, specifically our disadvantaged children.

CPD for teachers to ensure high quality teaching and learning

The support for vulnerable children having 1-1 or small group nurture provision ensures that the children are ready to learn and able to access the school curriculum with fewer barriers. The learning mentors are class based in the morning to ensure they support the children academically as well as emotionally.

All classes have at least 1 full time TA to offer targeted support, 1-1 intervention and small group support. .

Specific phonics groups, staff training and quality first teaching of groups for phonics ensured accelerated progress to bring the Y1 and Y2 more in line with National Expectation.

The core approach to pupil premium funding at Greenlands is to provide mentor support, intervention and small group support, outdoor environment support in EYFS, individual support for vulnerable children, enrichment activities and staffing of a funded breakfast club to provide a calm and welcoming start to the day. We provide bagels for any child who needs breakfast and has not attended breakfast club. Staff are aware of children who say they have had no breakfast, parents are able to approach us if they have rushed in the morning or have run out of provisions.

We use some of the funding to provide enrichment for the children-funding for the residential, supplement the whole school pantomime, free violin lessons for some, subsidising the play production and providing a wide range of resources.

Funding is used to provide resources including uniform for vulnerable families

- The overall aims of our pupil premium strategy:
  - To reduce attainment gap between the school's disadvantaged pupils and others nationally by 10 percent
  - To raise the in-school attainment of both disadvantaged pupils and their peers
  - To narrow the gap between a low baseline in reception to being broadly in line by the end of KS1 through early intervention in phonics, reading, writing and maths
  - To prioritise emotional well being to ensure children are ready to learn and all children are able to access the curriculum
  - To provide wider opportunities and enrichment to the lives of our children.

## Assessment information

Due to Covid regulations there has been no external data since 2019. Below shows the latest internal data. Data takes into account the lockdown periods. Intensive catch up support has been provided to children who needed it most. For this academic year the mentors are supporting in class in the mornings and a TA has been placed for extra support in Y6 in the afternoons to provide curriculum support to help prepare the children for high school.

EYFS		
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
Literacy	33%	68%
Maths	44%	68%
Understanding the world	44%	68%
Expressive arts and design	44%	74%

Of the 9 pupil premium children, three were comfortably working within ARE. The impact of lockdown and absence affected this cohort and in particular this group. Laptops and home visits helped towards development, however there were barriers. Intervention was put in place and careful transition to Y1 to ensure that gaps are plugged.

END OF KS1		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	50%	50%
% making expected or better than expected progress in writing	50%	50%
% making expected or better than expected progress in maths	70%	71%

*End of KS1 judgements erred on the side of caution due to the impact of lockdown. Any vulnerable children were invited into school during lockdown and this included many of the pp children. Careful transition to Y3 took place to ensure interventions helped to plug gaps in learning.*

## YEAR 1 AND 2 PHONICS SCREENING CHECK

YEAR 1 AND 2 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
Y2 Autumn 2020-60%	Autumn 2020-65%	NA due to lockdown
Y2 Summer 21-(8 chn resit-4 pp) 50%	Summer 21-(8 chn resit-4 pp) 60%	Y2 project LSIP was 38%
Y1 summer 21 (11 pp children) 55%	79%	Y1 project LSIP 68%

END OF KS2		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	75%	73%
% making expected or better than expected progress in writing	75%	87%
% making expected or better than expected progress in maths	69%	80%

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Very low baseline in EYFS. Children start school well below National Expectation. Communication and language is a barrier and some children have limited vocabulary
B	Developing reading skills-to ensure children narrow the attainment gap. To develop early phonics skills to ensure more children achieve National Expectation by the end of Y1 or Y2 catch up.
C	Closing the gap and supporting children through the pandemic.

### ADDITIONAL BARRIERS

#### External barriers

D	Attendance-through the pandemic and beyond
E	Engagement of hard to reach families-communication
F	Home learning environment-not all parents are able to support with remote learning or provide resources to support with homework

### INTENDED OUTCOMES

#### Specific outcomes

#### Success criteria

A	To begin to close the gap in EYFS in all areas, specifically communication and language	<ul style="list-style-type: none"><li>• Staff well deployed for well managed and purposeful provision</li><li>• Additional support to develop the outdoor area in EYFS to make it a purposeful learning environment</li><li>• Accelerated learning ensures the gap begins to narrow immediately-clear targets for Christmas, Spring and Summer data.</li><li>• Individual children identified and supported</li><li>• High quality teaching and learning</li></ul>
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B	To improve outcomes and narrow the gap for PP children particularly in reading and maths	<ul style="list-style-type: none"> <li>• Delivery of phonics is of high quality and shows impact in Rec and KS1</li> <li>• Step into Quality programme in Y1 to ensure high quality provision</li> <li>• To use the catch up and recovery premium to provide support to Y6 and to KS1 with the learning mentors class based in the morning and TA catch up in Y6 in the afternoon.</li> <li>• CPD and monitoring of staff delivering phonics to provide a rich learning environment which impacts phonics standards-bringing us in line with national expectation.</li> <li>• Groups, catch up support and precision teaching support key children-high quality provision for all. Effective intervention in place and gap narrows</li> <li>• Previous standardised data places us in the lowest end of similar schools in the country-this was being addressed prior to lockdown.</li> </ul>
C	Attendance improves to be in line with national expectation	<ul style="list-style-type: none"> <li>• First response effective-phone call and any follow up on the first day of absence</li> <li>• Mentors and HT to build relationships with key families to improve attendance and punctuality</li> <li>• Support during the pandemic for children anxious</li> </ul>

D	Specialist teacher support addresses any barriers early in school	<ul style="list-style-type: none"> <li>Inclusion teacher to work with and support SENCo in addressing and providing accurate and worthwhile learning plans</li> </ul>
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## Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To offer high quality nurture provision for children struggling emotionally	Impact of nurture provision helps children access all areas of the curriculum	To increase focus children's confidence and resilience. To work on aspirations To overcome barriers Two experienced mentors are used effectively to provide high quality provision to support children overcome any barriers to learning Pastoral support to overcome barriers	Meet with the mentors termly to review and discuss provision. To evidence any support given and liaise with staff to discuss impact in class	HT and SENCo	Meetings termly. Annual review with staff to highlight children who may require 1-1 or small group
Staff CPD linked to whole school targets	Teachers provide high quality lessons and are up to date with professional devt	Curriculum bespoke to enable all children to fulfil their potential.	Rigorous monitoring schedule.	HT and DHT	In line with SDP
Total budgeted cost:					£57,830
Targeted support					



Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To provide a full time TA in each class	Adult support for daily activities, 1-1, IEP, learning plans, precision teaching. Small groups for phonics for more intensive support. Gap narrows between pp and non pp.	Academic support and adult intervention to improve teaching and learning outcomes.	Staff CPD. Appraisal targets for TAs to ensure accountability. Pupil progress meetings with teachers.	Teachers. HT appraisal	Annually
Upgrade to Golden Hill silver package	Supporting very vulnerable children to manage emotions and get support to access learning	Worked well last year. Match funded by the inclusion hub-which we are part of. Commitment to reducing the level of exclusions and support	Strategies implemented in school. Liaison and advice from GH.	SENCO	Review with GH
Total budgeted cost:					£39000
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Enrichment activities.	Pupils able to access the residential-education of the whole child. Whole school pantomime and plays subsidised. Violin lessons for children who express an interest. Subsidy of holiday club	Support for the whole school to be able to go to the pantomime. Specific children targeted to access the KS2 residential. Heavy subsidy of holiday club to ensure children are kept active during holidays.	Used to enhance learning and foster a love of literacy through theatre-speaking and listening skills, enjoyment-here to learn happily.	HT	Annually

Staffing of breakfast club	To provide an inviting and calm start to the day. To ensure no children start the day hungry.	Specific work with National Breakfast Programme looking at hunger as a barrier to learning. Impact on punctuality, attendance and behaviour.	All children offered food. Vulnerable families targeted to attend. Open to all at no cost.	HT/ DOS	Termly.
				Total budgeted cost:	£18000

## ADDITIONAL INFORMATION

In this section you can annex or refer to additional information which you've used to support the sections above.

Include:

- Internal assessment and reporting software. The Lancs Tracker highlights a disparity between pupil premium and non. This has become a big focus this year through specific appraisal targets for each teacher and TA, pupil progress meetings and clear understanding of data tracking.

- Evidence from the education endowment foundation (EEF) [families of schools database](#)

This puts us near the bottom in our family of schools. Our last two years of measured data are the cause of this. In 2018 SATs were dis applied. In 2019, when I started, the Y6 class teacher was off school. The cohort had had supply teaching and TA support in her absence. This massively impacted results. Due to lockdown there was no substantive data for 2020 or 2021. In house data suggests we are currently slightly below national expectation and that non pp outperforms girls

- Analysis of attendance records

First response attendance is in operation. We work closely with the attendance officer to support any vulnerable families.

## Review of expenditure from previous academic year

## PREVIOUS ACADEMIC YEAR

Total amount: £106920

### Quality of teaching for all

Action	Intended outcome	Impact	Evaluation	Cost
Focus groups of children targeted through appraisal to raise standards and narrow the gap. Targeted intervention.	Statistics to be in line with national expectation	No external data due to lockdown. Internal data suggests the children coped well with the lockdowns. Take up of remote learning was 95%	<ul style="list-style-type: none"> <li>To continue this year to prioritise Y6 and KS1 children. In house support from the two learning mentors to ensure children have no barriers.</li> </ul>	£32640-TA costings
Mentor support for 1-1 chn and small groups. Support for families. Quality nurture provision	Reduce levels of seclusion. Support for vulnerable families. Provide clubs for more able after school	Children able to access the school day. Support for specific children.	Began termly meetings to make impact more measurable-deferred due to lockdown Home visits carried out during lockdown. Teachers provided work on the website. Paper packs provided for those with limited access.	£53600-Mentor support

### Targeted support

Action	Intended outcome	Impact	Evaluation	Cost
Fluid TA groups for phonics	Children to be in line with National expectation	Teaching of phonics and understanding of groupings improved. Phonics data show good progress from starting points.	Continues to be a school priority.	As above-TA costings

CPD for phonics for all staff				
High quality nurture provision	Children able to access the school day.	Specific support for vulnerable children with specific barriers	Support provided for specific children.	£4680-resources including lunch times.
Other approaches				
Action	Intended outcome	Impact	Evaluation	Cost
Open up breakfast club from 8am. 3 staff appointed to lead a full breakfast club (toast drop in previously) Playground bagels for all children	<ul style="list-style-type: none"> <li>• Impact punctuality</li> <li>• Improve behaviour-calm start to the day</li> <li>• Improve social skills</li> <li>• No children starts the day hungry</li> </ul>	Breakfast club went from 17 dropping in for toast to 70 regulars. Playground bagels fed all children who wanted it.	Up to lockdown, huge success. Post lockdown we have had to limit numbers into bubbles so are just providing for children who need it for work. Checking vulnerable aren't hungry. Free breakfast packs provided for pp chn during lockdown by National Breakfast proramme.	£15000
Enrichment activities	Foster a love of learning and develop the whole child-subsidised activities	Pantomime and whole school play company enjoyed by all. Some teachers linked to English teaching units.	PGL unable to go ahead due to lockdown	£1000