



2020 Pupil Premium Strategy Statement

School Overview

School name:	Greenfields Community Primary School
Number of pupils in school:	282(Y1 to Y6)
Proportion of disadvantaged pupils:	71/282 25% Year 1 – Year 6
Pupil premium allocation this academic year:	Sept 20 - Mar 21 £60,170 **Not full year allocation
Academic years covered by this statement:	2020 to 2021
Published:	September 2020
To be reviewed:	September 2021
Statement authorised by:	Mrs Eleanor Dobson
Pupil premium lead:	Mrs Gemma Robertson
Governor lead:	Elizabeth Rowan

Disadvantaged Pupils progress scores 2018/19

* Due to Covid 19 and school closures we were unable to obtain pupil progress at the end of the academic year 2019-2020. Below shows 2018/19 progress scores:

	Progress Score
Reading	99.2 (42%) 13 pupils at KS2 -2.98
Writing	GP&S 102.8 (75%) 13 pupils at KS2 -0.6
Maths	102 (75%) 13 pupils at KS2 -1.04

March 2020 School Assessments:

Academic year 2019-2020: 14 Pupil Premium children in Year 6

	Progress Score
Reading	Expected standard: 100% 14 pupils at end of KS2 Greater Depth: 36% 5 pupils
Writing	Expected standard: 64% 9 pupils at end of KS2 Greater Depth: 7% 1 pupil
Maths	Expected standard: 86% 12 pupils at end of KS2 Greater Depth: 43% 6 pupils

Disadvantaged Pupils progress scores 2019/20 teacher predictions

	Progress Score
Reading	Expected standard: 100% 14 pupils at end of KS2 Greater Depth: 36% 5 pupils
Writing	Expected standard: 93% 13 pupils at end of KS2 Greater Depth: 14% 2 pupil
Maths	Expected standard: 100% 14 pupils at end of KS2 Greater Depth: 43% 6 pupils

Teaching priorities for 2020/2021

Aim	Target	Target date
Improved progress in Reading	Close the attainment gap between disadvantaged pupils and their non-disadvantaged peers in reading.	July 2021
Improved progress in Writing	Close the attainment gap between disadvantaged pupils and their non-disadvantaged peers in writing.	July 2021
Improved progress in Mathematics	Close the attainment gap between disadvantaged pupils and their non-disadvantaged peers in maths.	July 2021
Sustain high standards in Phonics	To continue to ensure that all disadvantaged pupils meet the standard of the year 1 phonics check.	July 2021
Other – attendance/ parental engagement	Increase parental engagement of disadvantaged pupils, particularly in those whose children are persistent absentees to ensure their attendance is in line with non-disadvantaged pupils nationally.	July 2021

Targeted academic support for current academic year

	Actions
Priority 1	<ul style="list-style-type: none"> -High quality and targeted RWI sessions -Neli across KS1 - Targeted maths interventions for disadvantaged pupils that are tracked and monitored
Priority 2	<ul style="list-style-type: none"> -High quality and targeted RWI sessions for children in LKS2, who have gaps in their phonics knowledge -Project X across KS2 - Targeted maths interventions for disadvantaged pupils that are tracked and monitored
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Home/school learning not achieved during school closures - Re-engagement difficult due to school closures and pupils anxieties about being in school
Projected spending	£60,170

Wider strategies for current academic year

	Actions
Priority 1	-Pastoral Thrive support for disadvantaged pupils -Pastoral attendance support for disadvantaged pupils who are persistent absentees
Barriers to learning these priorities address	-Mental health worries- children who are not ready to learn - Anxious attenders due to school closures - Pupils who are not in school regularly
Projected Spending	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	- Ensuring that all staff have the knowledge and skills to deliver a catch up curriculum in maths and English. -Ensuring that those support staff, who will be delivering interventions such as Project X and RWI programmes, have the skills and knowledge to deliver these programmes -Ensuring full inclusion of pupils with additional needs and who are also disadvantaged - Ensuring consistency of practice across maths and English lessons -Ensuring consistency of practice across interventions	- High quality staff CPD - Close monitoring of sessions by SLT/SDP through book scrutiny, observations, planning and assessment - Review practice with specialist professionals working with our most vulnerable children.
Targeted support	- Increase expectations of staffs knowledge of the previous year's objectives in maths and English and how the objectives that have been missed will be taught	- High quality staff CPD. - English and maths leads to support staff who need it
Wider strategies	- Finding ways to ensure that the hardest to reach families engage with school around attendance	- Regular communication – pastoral lead has dedicated time for this - Family support through Early Help Assessments