



Greenfields Community Primary School

Pupil Premium Strategy Statement

October 2021

3 year plan: 2021- 2022, 2022-2023, 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Greenfields Community Primary School
Number of pupils in school	224 Reception - Y6
Proportion (%) of pupil premium eligible pupils	76/224 = 34%
Academic year/years that our current pupil premium strategy plan covers	2021- 2022, 2022-2023, 2024-2025
Date this statement was published	02.11.21
Date on which it will be reviewed	February 2022
Statement authorised by	E. Dobson
Pupil premium lead	Gemma Robertson
Governor / Trustee lead	Elizabeth Rowan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 102,840
Recovery premium funding allocation this academic year	£8,130
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 110,970

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium (PP) funding is allocated to schools from the Government on the basis of children on roll who are known to be eligible for Free School Meals (FSM), or who have been entitled within the past 6 years. It is also allocated to children who have been Looked After (LAC) and to children whose parents are members of the Armed Forces. The funding is intended to narrow the achievement gap between PP children and their peers and all schools are required to report on the amount of funding received and how it has been used.

At Greenfields, all our staff strives to achieve the very best outcomes they can for every child through quality first teaching. We invest in high quality training for all staff to ensure teaching and learning is of a consistently high quality for everyone. We recognise that not every child receiving PP is socially disadvantaged and also that not every child who is disadvantaged receives PP funding. By focusing on children's individual needs we aim to enable every child to achieve and make the best progress they can.

Greenfields' pupil premium strategy sets out to support pupils who may be at a disadvantage in accessing opportunities in relation to their peers because of financial or family circumstances. The school aims to remove barriers to pupil premium students' academic achievement and ensure they can participate in the curriculum and enrichment activities at an equal level.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium pupils are more likely to have been adversely affected by the COVID-19 lockdown and school closure. They are less likely to have engaged with home learning.
2	Children find the structure of school life more challenging and this presents in poor behaviour choices at school or outbursts of behaviour at school.
3	Home life impacts morning routine and school life. We understand that family pressures, lack of nutrition etc. can have a negative impact on children's needs.
4	Missed learning means that some children can't keep up with the curriculum as they may have been able to pre-Covid, which can impact negatively on behaviour and/or mental well-being.
5	Accessing opportunities - some of our children are at a disadvantage in accessing opportunities in relation to their peers because of financial or family circumstances.

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
<p>To ensure that every child has learnt to read, including the weakest readers, allowing them to make sufficient progress to make at least good progress with a focus on early reading.</p>	<ul style="list-style-type: none"> - Quality first teaching (Ambition Institute Transforming Teaching) -High quality and targeted RWI sessions -Neli across KS1 delivered by two trained teaching assistants. - An intervention TA to work in KS1 to target disadvantaged children. -Children invited to breakfast club where interventions can take place. NB. If children, invited to breakfast club for intervention, don't attend, intervention takes place throughout the school day by either class teacher or TA. -Phonics progress is tracked so any child falling behind is picked up immediately so they do not continue to fall behind.
<p>Support children across the school to catch up missed learning in reading.</p>	<ul style="list-style-type: none"> -Quality First teaching (Ambition Institute Transforming Teaching) -Children invited to breakfast club where interventions can take place. - Changes to the school day: the school day now starts at 8.40am for our KS2 children. This allows additional time for targeted interventions to take place. -Changes to the daily timetable, with dedicated time given to the teaching of reading and pre-teaching time every day for English. -Academic Mentor
<p>Support children across the school to catch up missed learning in maths</p>	<ul style="list-style-type: none"> -Quality First teaching (Ambition Institute Transforming Teaching) -Children invited to breakfast club where interventions can take place. - Changes to the school day: the school day now starts at 8.40am for our KS2 children. This allows additional time for targeted interventions to take place. -Changes to the daily timetable, with

	<p>dedicated time given to the teaching of arithmetic and pre-teaching time every day for maths.</p> <ul style="list-style-type: none"> -Academic Mentor
<p>Children will get support with their mental health and well-being.</p>	<ul style="list-style-type: none"> -Dedicated Pastoral Lead -Dedicated pastoral room -Emotional/wellbeing approach -Trainee school counsellors from the Northern Guild supporting our most vulnerable children - Referrals to outside agencies - Early Help Assessments to support those families who need it.
<p>Increase opportunities for extra-curricular opportunities, which include trips and visits. Arts Participation</p>	<ul style="list-style-type: none"> -Offer a range of extra-curricular activities to our PP children -Enhance our educational visit offer to include experiences that our PP children will not get from anywhere else. -Engage with outside providers to make links -Engage with the local community to make links -Arts participation is defined as involvement in artistic and creative activities, such as drama, music and Art lessons. EEF research suggests that, Arts participation has seen improved outcomes identified in English, mathematics and science and an additional 3 months progress. Extra-curricular activities in drama, music and art.
<p>Increase activities that support children's mental well-being and readiness to learn.</p>	<ul style="list-style-type: none"> -Pastoral support provided when necessary -Increase our outdoor learning offer so it is weekly -Analyse what our PP children need and would benefit from; giving the opportunities they wouldn't ordinarily get. -Provide bikes for the children; a KS1 set and a KS2 set; so the children can learn to ride bikes, get outside in the fresh air, exercise, learn safety and explore. -Pupil voice

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ambition Institute CPD for teaching staff	High quality teaching is the key to children making progress. Additional intervention and support cannot compensate for a lack of good quality teaching	1, 4
Recruitment of a Pastoral Leader	The Good Childhood Report states that, 'Our well-being growing up can have a serious impact on future mental health. Alongside appearance, unhappiness with school has grown over the last ten years. The proportion of children unhappy with their school lives has leapt from 1 in 11 ten years ago to 1 in 8.	2, 3, 4
Access to information technology resources to enable the full scope of the primary curriculum. Investment in MCC 'Computing and Coding' Toolkit	EEF, 'Using Digital Technology to Improve Learning: Evidence Review,' states that high-quality digital interventions provide a positive impact on learning.	1, 4, 5

Budgeted cost: £38,871

Breakdown:

Ambition Institute CPD: £9,000

Pastoral Leader: £26,511

Investment in MCC 'Computing and Coding' Toolkit: £3360 per year

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning tutoring sessions provided by members of staff	<p>Teachers can look for opportunities to capitalise on strengths they find whilst identifying areas that might need revisiting—understanding what foundations already exist is key if we are to build on them with new knowledge and skills.</p> <p>EEF: 'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition.'</p> <p>EEF toolkit suggests an additional 6 months progress is made through 1-1 tuition.</p>	1,2,4
Highly trained teaching assistant in EY & KS1 and in KS2 providing interventions	<p>Interventions support high quality teaching.</p> <p>EEF: 'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition.'</p> <p>EEF toolkit suggests an additional 6 months progress is made through 1-1 tuition.</p>	1,2,4
Academic Mentor	<p>Interventions support high quality teaching.</p> <p>EEF: 'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition.'</p> <p>EEF toolkit suggests an additional 6 months progress is made through 1-1 tuition.</p>	1,2,4
Earlier start time for pupils	<p>Teachers can look for opportunities to capitalise on strengths they find whilst identifying areas that might need revisiting—understanding what foundations already exist is key if we are to build on them with new knowledge and skills.</p>	1,2,4

Changes to the daily timetable to incorporate time for catch up and pre-teaching	EFF states, 'It is important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Additionally, anticipating common misconceptions and using diagnostic assessment to uncover them, is an important way to support pupils.'	1,2,3,4
Improve teaching and learning	EFF, 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	1,2,4
Breakfast club from 8:15 **This has also supported attendance and punctuality**	Children who eat a complete breakfast have been shown to work faster than those who ate only a partial breakfast. They also show improved concentration, alertness, comprehension, memory and learning. EEF research suggests an additional 3 months progress is made when the school day is extended.	1,2,3,4
Pastoral Leader employed	Positive mental health enables children to develop their resilience and grow into well- rounded adults. EEF research suggests an additional 4 months progress is made when there is a focus on social and emotional learning.	1,2,4

Budgeted cost:

£56,837.40

Breakdown:

Breakfast Club: £5,265 £27 per day, £135 per week

Ambition Institute: £9,000 (included above)

Academic Mentor 95% paid, cost to school NI contribution and pensions £3579. Start date January 2022)

Intervention teaching assistants x 3 portion of salary for delivering interventions: £47,993.40

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve children's readiness and ability to learn.	Positive mental health enables children to develop their resilience and grow into well- rounded adults.	1,2,3,4
To improve social emotional, mental health and wellbeing in order for children to be ready to learn	Positive mental health enables children to develop their resilience and grow into well- rounded adults.	1,2,3,4
To enhance the educational trips that children are offered	It has been proven that educational visits improve children's critical thinking skills, experiential learning takes place, children's worldview is expanded and educational visits reinforces classroom material.	2,3,4
To enhance extra-curricular activities for PP children	Positive mental health enables children to develop their resilience and grow into well- rounded adults. Enhancing our offer in this way supports children's mental health.	2,3,4
Breakfast club from 8:15	DFE 'Evaluation of Breakfast Clubs', March 2017, found that opening a breakfast club to pupils, increased overall attendance levels across the schools studied, particularly in primary schools and those schools in areas of high deprivation.	3

Budgeted cost:

£15,261.60

Breakdown:

Subsidising school trips (day trips and residential trips) £10,000

£3400 (bikes for each key stage)

£511.60 (helmets 20 per key stage)

School badge: £1350

Breakfast club (included above)

Community Engagement: academic year 2021-2022

Stakeholder	Activity
Andrew Cartwright Football Coaching	-Football after school club -Wake up Shake up -Multi-skills holiday clubs
Drama Club - Act2Cam	-Drama sessions per class -Small group drama sessions -After school club
Wideopen Football Club	The club have access to our school field for football matches and we have access to their 3G pitches
Specialist music tutors	Music Tuition lessons - all children given the opportunity across the year group

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021. Last academic year, we used PIRA and PUMA assessments alongside teacher judgements, to give teachers a deeper understanding of whether the children in their class were working below the expected level, at the expected level or above the expected level. Please see below for a breakdown of standardised assessment results:

Spring 2021 standardised assessments

Year 1

PIRA - reading: Working towards: 41% (5 PP pupils) Expected: 8% (1 PP pupils) Greater depth: 50% (6 PP pupils)

PUMA - maths: Working towards: 25% (3 PP pupils) Expected: 67% (8 PP pupils) Greater depth: 8% (1 PP pupil)

Year 2

PIRA - reading: Working towards: 28% (5 PP pupils) Expected: 72% (6 PP pupils) Greater depth: 29% (2 PP pupils)

PUMA - maths: Working towards: 42% (4 PP pupils) Expected: 58% (4 PP pupils) Greater depth: 18% (1 PP pupil)

Year 3

PIRA - reading: Working towards: 25% (4 pupils) Expected: 64% (3 pupils) Greater depth: 11% (3 pupils)

PUMA - maths: Working towards: 48% (4 pupils) Expected: 30% (3 pupils) Greater depth: 22%

Year 4

PIRA - reading: Working towards: 35% (6 PP pupils) Expected: 62% (6 PP pupils) Greater depth: 3%

PUMA - maths: Working towards: 34% (12 PP pupils) Expected: 55% (9 PP pupils) Greater depth: 11% (1 PP pupil)

Year 5

PIRA - reading: Working towards: 33% (7 PP pupils) Expected: 67% (2 PP pupils) Greater depth: 33% (3 PP pupils)

PUMA - maths: Working towards: 38% (6 PP pupils) Expected: 62% (4 PP pupils)

Greater depth: 21% (2 PP pupils)

Year 6

PIRA - reading: Working towards: 35% (6 PP pupils) Expected: 59% (10 PP pupils)

Greater depth: 6% (1 PP pupils)

PUMA - maths: Working towards: 58% (10 PP pupils) Expected: 41% (7 PP pupils)

Greater depth: 0