



# **Greenfields Community Primary School**

## **Pupil Premium Strategy Statement October 2023**

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

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 and how we intend to spend the funding in this academic year.

## School overview

Detail	Data
School name	Greenfields Community Primary School
Number of pupils in school	204 Reception - Y6
Proportion (%) of pupil premium eligible pupils	85/204 = 42%
Academic year/years that our current pupil premium strategy plan covers	2021- 2022, 2022-2023, 2023-2024
Date this statement was published	30.10.2023
Date on which it will be reviewed	October 2024
Statement authorised by	Gemma Robertson
Pupil premium lead	Amy Banks
Governor / Trustee lead	Anthony McMullen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 124,347
Recovery premium funding allocation this academic year	£12,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 136,817

## **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 to free school meals 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 strive to achieve the very best outcomes they can for every child through quality first teaching. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>The impact of the pandemic is not only on academic achievement but also on development of speech, language &amp; communication skills and also on social, emotional and mental health &amp; wellbeing.</p> <p>Although our curriculum at Greenfields has been carefully re-structured and designed to allow children to catch up with missed learning, as a school we are still seeing an impact of COVID-19 and school closure and therefore it remains a challenge.</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped spelling, handwriting, language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils.</p>
4	<p>Home life impacts morning routine and school life. We understand that family pressures; cost of living crisis, hunger, tiredness etc. can have a negative impact on children and their learning in school.</p>
5	<p>We recognise that when children fall behind or have gaps in their learning, this needs to be addressed or it can impact negatively on behaviour and/or mental well-being.</p>
6	<p>Accessing opportunities - some of our children are at a disadvantage in accessing opportunities in relation to their peers because of financial or family circumstances. This includes opportunities to go on trips, visits, residentials and outdoor experiences.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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.	<ul style="list-style-type: none"><li>- Quality first teaching (high quality staff CPD)</li><li>-Prioritising reading and having language rich environments that promote a love of reading</li><li>-High quality and targeted RWI sessions</li><li>-Reading and phonics interventions across KS1 and into lower KS2 delivered by two trained teaching assistants.</li><li>- Intervention teaching assistants with timetables specifically targeting disadvantaged children.</li><li>-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.</li><li>-Phonics progress is tracked so any child falling behind is picked up immediately so they do not continue to fall behind.</li><li>-Ensure we have classroom and library environments that promote a love of reading and have a range of texts available for children to read in school and to take home so that every child in school has access a book of their own to read</li></ul>

<p>Ensure that pupils have access to high quality education through a carefully thought-out and well-structured curriculum</p>	<ul style="list-style-type: none"> <li>-Quality first teaching (high quality staff CPD)</li> <li>-Curriculum re-visit sessions to catch up on any missed opportunities or pre-teach what is needed for future lessons</li> <li>-Access to high quality resources to support the curriculum</li> <li>-Access to digital devices that can be used where appropriate to support pupil's learning</li> <li>-Staff subject knowledge is strong in order to design and implement a curriculum for each subject that gives children opportunities to learn, progress and identify how to pursue that further into education or employment</li> </ul>
<p>Support children across the school to catch up missed learning in reading.</p>	<ul style="list-style-type: none"> <li>-Quality First teaching (high quality staff CPD)</li> <li>-Children invited to breakfast club where interventions can take place.</li> <li>- Changes to the school day: the school day now starts at 8.40am for all of our children. This allows additional time for targeted interventions to take place.</li> <li>-Changes to the daily timetable, with dedicated time given to the teaching of reading and pre-teaching time every day for English.</li> <li>-Academic Mentor</li> </ul>
<p>Support children across the school to catch up missed learning in maths</p>	<ul style="list-style-type: none"> <li>-Quality First teaching (high quality staff CPD)</li> <li>-Children invited to breakfast club where interventions can take place.</li> <li>- Changes to the school day: the school day now starts at 8.40am for all of our</li> </ul>

	<p>children. This allows additional time for targeted interventions to take place.</p> <ul style="list-style-type: none"> <li>-Changes to the daily timetable, with dedicated time given to the teaching of arithmetic and pre-teaching time every day for maths (Maths Skills sessions).</li> <li>-Academic Mentor</li> </ul>
<p>Children will get support with their mental health and well-being.</p>	<ul style="list-style-type: none"> <li>-Teaching assistants with dedicated time in their timetable who can support children with their emotional needs</li> <li>-Teaching Assistants trained in Lego Therapy</li> <li>-Dedicated pastoral room</li> <li>-Emotional/wellbeing approach, including to our behaviour policy and the introduction of the 5-point scale for all children</li> <li>-Trainee school counsellors from the Northern Guild supporting our most vulnerable children</li> <li>-Referrals to counselling services</li> <li>- Referrals to outside agencies</li> <li>- Early Help Assessments to support those families who need it.</li> </ul>
<p>Increase opportunities for extra-curricular opportunities, which include trips and visits.</p> <p>Arts Participation "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."</p>	<ul style="list-style-type: none"> <li>-Offer a range of extra-curricular activities to our PP children</li> <li>-Enhance our educational visit offer to include experiences that our PP children will not get from anywhere else.</li> <li>-Engage with outside providers to make links</li> <li>-Engage with the local community to make links</li> <li>- Extra-curricular activities in drama, music and art and sports, delivered by external agencies where appropriate.</li> </ul>

<p>Increase activities that support children's mental well-being and readiness to learn.</p>	<ul style="list-style-type: none"> <li>-Pastoral support provided when necessary</li> <li>-Increase our outdoor learning offer and re-introduce Forest School sessions with our trained Forest School practitioners</li> <li>-Analyse what our PP children need and would benefit from; giving the opportunities they wouldn't ordinarily get.</li> <li>-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.</li> <li>-Pupil voice opportunities</li> </ul>
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**Activity in this academic year**  
**2023-24**

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for staff, linked to curriculum development as well as specific training linked to supporting children with Language & Communication needs and Social, Emotional & Mental Health needs.	<p>High quality teaching is the key to children making progress. Additional intervention and support cannot compensate for a lack of good quality teaching</p> <p>The Good Childhood Report states that, 'Our well-being growing up can have a serious impact on future mental health.</p> <p>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.</p>	1, 2, 3, 5
Access to information technology resources to enable the full scope of the primary curriculum.	EEF, 'Using Digital Technology to Improve Learning: Evidence Review,' states that high-quality digital interventions provide a positive impact on learning.	1, 5, 6

**Budgeted cost: £6,800**

**Breakdown:**

- Staff CPD: £3,500
- Investment in I.T. devices: £3,300

**Targeted academic support**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning tutoring and intervention sessions provided by members of staff	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. EEF: 'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition.' EEF toolkit suggests an additional 6 months progress is made through 1-1 tuition.	1, 2, 3, 4, 5
Highly trained teaching assistants in EY & KS1 and in KS2 providing interventions	Interventions support high quality teaching. EEF: 'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition.' EEF toolkit suggests an additional 6 months progress is made through 1-1 tuition.	1,2,4,5

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> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,4, 5
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, 3, 4, 5
Changes to the daily timetable to incorporate time for catch up and pre-teaching	<p>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.'</p>	1,2, 5
Improvements to teaching and learning	<p>EEF, 'The best available evidence indicates that great teaching is the</p>	1, 2, 5, 6

and investment in staff CPD.	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.'	
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 addition of 3 months progress is made when the school day is extended.	1,2,3, 4, 5
Opportunities for pupils to develop their basic skills including spelling & handwriting and knowledge of vocabulary	EEF - Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult. Teaching staff should use a wide range of explicit and implicit approaches including planning the teaching of spelling, letter formation and vocabulary	1,2,5
Ensure inclusive practice across the school by seeking guidance from the Inclusion Quality Mark team to guide our inclusion journey, ensuring as a school we evaluate and measure how we are performing in terms of inclusive practice	Inclusion promotes equal opportunities for all pupils, including those that are disadvantaged. The Inclusion Quality Mark pays particular attention to the provision made for, and the achievement of, groups of pupils who are disadvantaged or who are at risk of disaffection.	1,2,3,4,5,6

Budgeted cost: £107,446

Breakdown:

- Breakfast Club: £760 for the Magic Breakfast items and £8400 for staffing of the breakfast provision
- Purchase of meals for Nursery children: £3600
- *Staff CPD: £3,500 (included above)*
- Academic Mentor 60% paid, cost to school NI contribution and pensions £11,624
- Intervention teaching assistants x 4 portion of salary for delivering interventions: £74,361
- Work towards Inclusion Quality Mark Flagship status - £1120
- Purchase of subscriptions & schemes to support provision of a high-quality curriculum for pupils - £2000
- Purchase of spelling & handwriting schemes that link closely to our Read, Write Inc. phonics scheme, to support pupils' basic skills - £2195
- Purchase of reading records to facilitate communication with parents linked to progress in reading and closing any gaps in reading attainment - £186
- Purchase of assessment materials to ensure that progress is monitored, learning is taking place and inform teacher planning to close gaps in learning - £3200

## Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve social emotional, mental health and wellbeing in order for children to be ready and able to learn	<p>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.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.eef.org.uk/publications/EEF%20Social%20and%20Emotional%20Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,2,3, 4, 5
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 reinforce classroom material.	3,4,6
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.	3,4,6
To ensure children have a language rich environment which promote a love of	Research by the Literacy Trust suggests that 1 in 8 disadvantaged children in the UK don't own a single book. Lack of <b>access to books</b> is a	1,2,4,6

learning and reading and have texts available for them to read in school and at home	<p>key contributor to educational <b>disadvantage</b>.</p> <p>Pupils eligible for free school meals showed greater levels of learning loss than their peers from more financially advantaged backgrounds. Average learning loss in reading for primary school-aged pupils eligible for free school meals in March 2021 was 2.7 months.</p> <p>Reading and storytelling with children promotes brain development and imagination, develops language and emotions, and strengthens relationships</p>	
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.	4

**Budgeted cost: £22,617**

**Breakdown:**

- Subsidising school trips (day trips and residential trips) £20,000
- *Breakfast club (included above)*
- Resources and books for our classrooms to ensure they are conducive to effective learning - £1800
- Referrals to external counsellors for children struggling with anxiety or with social, emotional & mental health difficulties - £720
- Membership for the National Trust for educational visits - £97

**Total budgeted cost: £136,863**

## Community Engagement: academic year 2023-2024

Stakeholder	Activity
JJ's Coaching	-Football after school club -Multi-skills holiday clubs - Weekly P.E. sessions to all children from Reception - year 6.
Drama Club - Act2Cam	-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	Throughout the academic year, children in every year group will be given the opportunity to learn to play an instrument. There is also going to be an after-school club for children identified as Gifted & Talented in Music.
Community Police	Our community police officers visit school regularly and meet with the children in the school. We also give opportunities for children in our year 5 cohort to join the Mini Police scheme, which supports community engagement and gives the children a sense of responsibility.
Local places of worship <ul style="list-style-type: none"> <li>- Central Mosque</li> <li>- Newcastle Synagogue</li> <li>- Compassion Buddhist Centre</li> <li>- Gurdwara Sri Guru</li> </ul>	Every year group will have the opportunity to visit a place of worship this academic year, linked to their R.E. curriculum but also as an enrichment opportunity to increase exposure to diversity and different cultures.



### Review of outcomes in the previous academic year

We analysed the performance of our school's disadvantaged pupils during the academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. We use NFER assessments once a term to support teacher assessment.

Schools were not required to publish their 2022 key stage 2 results as the DfE did not publish this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This was a transitional arrangement for one year only. Our school performance data for 2023 has been published.

#### Good Level of Development (GLD) in Reception

79% of reception pupils achieving a good level of development, compared to 32% last year

#### Phonics

In year 1, the proportion of pupils achieving the phonics screening check has increased to 81%, from 65% last year. Of the nine pupils who did not pass the phonics check last year, five have now passed including 2 pupils entitled to free school meals.

#### End of KS1

Subject	2023	2022 national average
Reading	64%	67%
SPaG	64%	n/a
Writing	60%	58%
Maths	72%	68%

There were 5 children who didn't achieve the KS1 combined standard in reading, writing and maths.

#### End of KS2

<u>Subject</u>	<u>Expected</u>	<u>Greater Depth</u>
Reading	64%	8%
Writing	64%	8%
SPaG	61%	19%
Maths	64%	/