

Pupil premium strategy statement

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 | Greatstone Primary School |
| Number of pupils in school | 322 |
| Proportion (%) of pupil premium eligible pupils | 73 (22.6%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 21/22 |
| Date this statement was published | Dec 21 |
| Date on which it will be reviewed | March 22 |
| Statement authorised by | Jaclyn Kay |
| Pupil premium lead | Jaclyn Kay |
| Governor / Trustee lead | Sue Butterworth |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £89,588 |
| Recovery premium funding allocation this academic year | £14,347 |
| 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 | £ 103,935 |

Part A: Pupil premium strategy plan

Statement of intent

At Greatstone Primary school we believe that no child should be left behind, no matter what their background. The purpose of our pupil premium strategy is that every child in our school is supported in order to reach their full potential.

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Therefore, publicly funded schools in England receive additional funding (pupil premium) from the government to help overcome barriers to learning and improve the progress and outcomes of disadvantaged pupils. For the year 2021-22 they will also receive the Recovery Premium Grant.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Objectives:

- To narrow the gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.
- Disadvantaged and vulnerable pupils to access first-hand experiences in line with their peers.

To do this we will:

- Ensure that teaching and learning opportunities meet the needs of all the pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups.

- Ensure that pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Ensure disadvantaged and vulnerable pupils access enrichment activities free of charge.
- Identify and address other barriers to learning such as attendance and emotional well being.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Speech and language - Gaps have been identified throughout the school in language skills. Whilst these are most apparent in R assessments have shown there is an issue throughout the school, this need has been heightened through the lockdowns. |
| 2 | Attendance, including punctuality – the attendance of our disadvantaged pupils is well below that of non-disadvantaged and national average. |
| 3 | Emotional well-being since lockdown we have seen children's emotional health needs requiring more support. |
| 4 | Behaviour for learning across the school either directly or indirectly through the behaviour of others. Behaviour for learning is of concern. Children are struggling to self-regulate. |
| 5 | 28% of Pupil Premium children also have SEND |

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 |
|---|--|
| Improved oral language skills and vocabulary, particularly for the disadvantaged pupils | We will see increased engagement in all lessons, language link data will show an improvement across the year. |
| Improved attendance for disadvantaged pupils | Parents to understand the importance of sending their children to school every day. Increased communication with school. |

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| Emotional well being needs are met by increasing parental engagement and support of the school and their child's learning. | Children are coming to school ready to learn. Parents are communicating any problems to staff. |
| Disadvantaged children enjoy a wide range of enrichment activities | Sports and forest school clubs are offered to disadvantaged children first. High uptake will lead to better outcomes for children in class. |

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: £5000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>EEF embedding formative assessment</i> | Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk) | 1,4,5 |
| | | |

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

Budgeted cost: £ 50,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Specific PP teacher to enable small group work teaching across the school to raise the attainment of disadvantaged pupils FFT used to set challenging targets for individual pupils seasonally. PPMs to track attainment and progress and identify next steps. | Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk) | 1,3,5 |
| The language link intervention program will be used robustly. Teachers will receive release time for training and implementation. | Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1 |
| Purchase of a DFE validated phonic scheme Choosing a | Phonics EEF (educationendowmentfoundation.org.uk) | 1 |

| | | |
|--|---|-------|
| phonics teaching programme - GOV.UK (www.gov.uk) | | |
| Social and emotional approaches to be embedded into routine practices within the classroom and supported by professional development and training. | EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) | 3,4 |
| Introduction of outdoor learning for all and an extra curricular club specifically for disadvantaged children | Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) | 2,3,4 |
| TA's deliver specific interventions for individuals as identified on personalised plans for example; emotional regulation, lego therapy | EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) | 3,4,5 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Attendance officer to promote and support good attendance in disadvantaged pupils. | Parental engagement EEF (educationendowmentfoundation.org.uk) | 2 |
| Attendance officer to support disadvantaged families to positively engage with school. | Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) | 2,3 |
| Additional teacher to facilitate small group teaching in identified gaps within the curriculum. | Small group tuition EEF (educationendowmentfoundation.org.uk) | 5 |
| Breakfast club | Magic Breakfast EEF (educationendowmentfoundation.org.uk) | 2,3 |

| | | |
|---|--|----------------|
| <p>Companies brought in to perform plays/workshops eg music and history.</p> <p>Continue to improve the range of after school activities including outdoor learning</p> <p>Sports events are promoted and PP children are actively encouraged to attend via phone calls home.</p> | <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research for EIF framework updated references 22 Feb 2021.pdf</p> | <p>1,3,4,5</p> |
|---|--|----------------|

Total budgeted cost: £ 85,000

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupil was below that of non-disadvantaged. Whilst the strategies and support given to parents last year did have an impact, it was a little too late. The engagement of disadvantaged families went up considerably from 60%-90% over the lockdown period.

Post lockdown school we found that the Pupil Premium attendance was worse than pre-lockdown, this was largely to do with Covid anxiety amongst the community and also we had an increase in numbers on the Pupil Premium register.

Challenger Troup had helped settle and re-engage pupils with school and learning. Study Bugs had provided an instant view of pupil attendance and could be used by parents. New reading material specifically to re-engage reluctant readers was purchased. Staff training on the use of Language Link had started and was being used in 3 year groups, so far. New laptops were purchased for staff to enable remote learning for pupils. Some refurbished laptops were given to disadvantaged pupils.

Additional TA time for nurture, play therapy and learning interventions had been beneficial to re-engagement. Early Help was making a positive difference to a few families. Some additional support such as Beanstalk reading and individual tutoring could not take place but could be carried forward.