



## Green Meadow Primary School 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	Green Meadow Primary
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Janine Arrowsmith Head of School
Pupil premium lead	Janine Arrowsmith Head of School
Governor / Trustee lead	Louise O'Brien

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 203 768
Recovery premium funding allocation this academic year	£ 21 170
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 16 807
<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	£ 241 745

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is for all pupils to make at least good progress in all areas of the curriculum and to achieve high attainment, regardless of their background or barriers to learning, thus closing the gap between disadvantaged pupils and all other pupils.

We consider the challenges faced by all groups of vulnerable pupils and support their needs irrespective of whether they are disadvantaged or not.

At the heart of our approach is the development of and embedding of high quality first teaching in all subjects. Evidence suggests that high quality teaching has the greatest impact on closing the achievement gap. This will therefore benefit all of the children, with the focus on disadvantaged pupils attaining as well as all other pupils and that this attainment is sustained and improved year on year.

Our Pupil Premium strategy is a key part of our wider approach to education recovery following the COVID pandemic. Our wider strategy includes our catch up recovery and our approach to in-school tutoring. This strategy will support those pupils whose education has been affected the most, including non-disadvantaged pupils.

Our approach is based on robust and accurate assessment of individual need. Our approaches to closing the gap compliment each other and are integral to our whole school development plan. To be successful, we will:

- ensure work is well matched to the needs of each individual child
- employ early intervention to ensure that needs are identified and met
- raise expectations through a culture of high expectation where all staff take responsibility for disadvantaged pupils' outcomes and high standards of achievement

### Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to Reception particularly with literacy and communication skills
2	Poor oral skills and language
3	Internal assessments indicate that attainment among disadvantaged pupils in the majority of year groups is below that of non-disadvantaged pupils.
4	In line with the findings of national studies, internal assessments and observations indicate that school closure during lockdown has had a greater impact on disadvantaged pupils in terms of both their education and well-being.  This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths.

5	Low cultural capital of pupils and a lack of enrichment opportunities caused during lockdown have a greater impact on the attainment of disadvantaged pupils.
6	School attendance and punctuality is lower for disadvantaged pupils than all other pupils and this, coupled with a high number of persistent absentees, has a negative impact on disadvantaged pupils' progress.
7	Lack of parental engagement

### 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 oracy skills and vocabulary of disadvantaged pupils.	<p>There is a significant improvement in oracy for disadvantaged pupils along with a significant improvement in the range of vocabulary used for all forms of communication.</p> <p>Children are able to communicate their learning in depth. This is evident across the curriculum when triangulated with other sources of evidence, including engagement, book scrutiny and ongoing formative assessment.</p>
Improved reading attainment of disadvantaged pupils.	<p>Attainment for disadvantaged pupils in reading at the end of KS2 is higher than national data for ARE and GD and in line with all other pupils.</p> <p>By 2024/2025, the gap between disadvantaged pupils and all other pupils has closed.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>Attainment for disadvantaged pupils in maths at the end of KS2 is higher than national data for ARE and GD and in line with all other pupils.</p> <p>By 2024/2025, the gap between disadvantaged pupils and all other pupils has closed.</p>
Improved writing attainment for disadvantaged pupils at the end of KS2.	<p>Attainment for disadvantaged pupils in writing at the end of KS2 is higher than national data for ARE and GD and in line with all other pupils.</p> <p>By 2024/2025, the gap between disadvantaged pupils and all other pupils has closed.</p>
To exceed nationally expected progress in RWInc Phonics from their starting points	By 2024/2025, disadvantaged pupils achieve national average expected standard in Phonic Screening Check.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, parental surveys and observations</li> <li>• a significant improvement in learning behaviours, in particular, resilience</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils being at least 97% with no attendance gap between disadvantaged pupils and their non-disadvantaged peers being significantly reduced. Attendance for disadvantaged pupils will increase from 93% to at least 97%.</li> <li>• A significant reduction of the number of disadvantaged pupils who are persistently absent. The percentage will decrease from 14% to below the national average.</li> </ul>

## 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: **£185, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers in Year 6 each morning to teach reading, writing and maths.	Due to the impact of COVID-19, children have missed a significant part of their education and have gaps in their knowledge. <a href="#">Reducing class size</a>	2, 3, 4
Use teaching assistants to enhance provision by supporting learning in class and providing small group interventions rooted in evidence based research.	Focussed and timely interventions in class impact on pupil outcomes and small group support and catch-up, using evidence based interventions, support all pupils to achieve more. <a href="#">Small group provision</a> <a href="#">Teaching assistants</a>	1, 2, 3, 4
Employ a specialist Art and DT specialist teacher to deliver lessons to all year groups, after school clubs and parental engagement workshops. Fund specialist teaching of Music in Year 4.	There is strong evidence that there are improved outcomes for all pupils involved in arts based activities. <a href="#">Arts Participation</a> <a href="#">Parental Engagement</a>	3, 4, 5, 7
Embed high quality teaching in all year groups for all subjects by providing bespoke CPD for all teaching staff based on pedagogical research.  As part of this, we will focus on enhancing the use of feedback.	High quality first teaching has the greatest impact on closing the gap between disadvantaged pupils and all other pupils.  There is strong evidence to indicate that high quality feedback has a significant impact on progress and attainment of all pupils. <a href="#">Developing the use of feedback EEF</a>	1, 2, 3, 4

<p>Embedding Oracy across the school curriculum to support pupils to express ideas and opinions, consolidate understanding and extend vocabulary.</p> <p>We will fund ongoing CPD for the Oracy Champions in school along with leadership time to support the practise of all staff.</p> <p>We will fund release time for the English working party to support all teaching staff to embed key elements of guidance in school and to access high quality resources and CPD to impact on standards in English.</p>	<p>There is a strong evidence base that high-quality classroom discussion is inexpensive to implement with high impacts on attainment in English:</p> <p><a href="#">Education Endowment Foundation   EEFOral language interventions   Toolkit Strand</a></p>	<p>1, 2</p>
<p>Provide ongoing training and CPD for all staff with the delivery of Phonics teaching to secure stronger phonics teaching for all pupils.</p> <p>Provide ongoing training and leadership release time to develop the teaching of comprehension.</p> <p>We will purchase additional resources from a DFE approved scheme for teaching Phonics.</p>	<p>There is a strong evidence base that the delivery of phonics has a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">EEF Teaching and Learning Reading comprehension</a></p>	<p>1, 2, 3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Staff training will be provided for all teachers in reception, Year 1 and Year 2 to take part in the Mastering Number programme.</p> <p>We will fund release time for teachers in Reception and KS1 to receive ongoing CPD in the Mastering Number programme.</p> <p>We will fund release time for the Maths Lead to support all teaching staff to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Non-statutory guidance from the DFE draws on evidence-based approaches and is produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The Mastering Number Programme is DFE funded and has been designed to improve pupil outcomes in EYFS, KS1 and beyond.</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3, 4</p>

<p>Improve the quality of emotional support available for children.</p> <p>TIASS approaches will be embedded into routine practices and supported by professional development and training for staff.</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.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Emotion coaching, which is a key aspect of TIASS, supports vulnerable children to develop resilience and improves emotional skills.</p> <p><a href="#">TIASS</a></p>	<p>5</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: **£31 500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional 1-1 daily reading sessions targeted at the bottom 20% of readers in all year groups.</p> <p>BRP for identified children led by non-class based TAs</p>	<p>Regular reading on a 1-1 has a strong impact on reading and leads to rapid and sustained progress for all readers.</p> <p>“Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils’ success.” - DFE The reading framework</p> <p><a href="#">Small group provision</a></p> <p><a href="#">Teaching assistants</a></p> <p><a href="#">The impact of reading on attainment</a></p>	<p>1, 2, 4</p>
<p>Additional phonics sessions targeted at pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 4</p>
<p>Purchase online resources for pupils to engage with as homework</p>	<p>Homework participation increases when online platforms are used. The vast majority of our pupils have access to devices and we have through the Trust ensured all pupils have access to a device.</p>	

<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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="https://www.educationendowmentfoundation.org.uk">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>	<p>3, 4</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£15 250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff TIASS training and behaviour training.</p> <p>2 additional TIASS trained members of staff to support with emotion coaching increase resilience.</p>	<p>This targeted intervention impacts positive on pupil wellbeing and resilience:</p> <p><a href="#">TIASS</a></p>	<p>4</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Contingency fund for acute issues.</p>	<p>We have identified a need to set aside funding to respond quickly to emerging needs.</p>	<p>All</p>

**Total budgeted cost: £231 750**



## 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.

Aim	Outcome			
To raise the quality of teaching in all year groups	By the end of the academic year, 82% of teaching was good or better compared to 65% during the Autumn term.			
To use oracy to improve language and vocabulary in all subjects	Ofsted monitoring visit identified Oracy as a strength of the school.			
To raise attainment in Key Stage 2 in all subjects for all pupils eligible for Pupil Premium Grant so that it is in line with national figures	From Autumn Term baseline to end of year increased % of PP children at ARE and above	Reading	Writing	Maths
	Year 1	3%	10%	16%
	Year 2	15%	26%	5%
	Year 3	2%	7%	7%
	Year 4	34%	0%	0%
	Year 5	14%	4%	17%
	Year 6	27%	23%	19%
Improve attendance for the most disadvantaged pupils	End of year attendance figure for disadvantaged pupils was 93%			
Increase opportunities for pupils to raise their cultural capital, raising aspiration and providing life experiences	Prevented by COVID-19 pandemic			



## Externally provided programmes

Programme	Provider