

Greenside Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Greenside Primary
Number of pupils in school	181 (inc nursery)
Proportion (%) of pupil premium eligible pupils	31.7%
Academic years that our current pupil premium strategy plan covers	2022-23 to 2024-25
Date this statement was published	December 2022
Date reviewed	December 2023
Date on which it will be next reviewed	December 2024
Statement authorised by	Dawn Foster, Headteacher
Pupil premium lead	Dawn Foster
Governor / Trustee lead	Joe Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,235
Recovery premium funding allocation this academic year	£5,945
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£67,180

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure that all children at Greenside Primary School make positive progress during their time in school, regardless of their background or the challenges they face. A proportion of our children qualify for disadvantaged pupil premium funding and we plan to use this additional funding to support children to be ready socially, emotionally and academically to move onto the next stage of education with the confidence and skills to enable them to continue to achieve well.

We also recognise that the pandemic has created additional challenges. We have supported our children to close gaps in their learning and will continue to do this moving forward as part of our recovery plans. The additional recovery premium and tuition money will boost our pupil premium funds and support us to do this.

We want every child to make good progress as a result of high-quality teaching and delivery of a well-planned, broad and balanced curriculum. This will support all of our children, including those who are deemed disadvantaged, to make the most of the educational experiences on offer. We hope to offer enhanced experiences that develop children's cultural capital and their understanding and appreciation of the wider world. We want all children to make positive progress from their starting points, aspiring that all will reach at least age-related expectations and that many will exceed these expectations. Where children need additional support, academically, socially or emotionally, to reach these goals we will provide carefully tailored intervention to address their needs.

We recognise that some of the universal actions in our pupil premium strategy will bring benefits to all children across school, not just those eligible for identified funding. Our pupil premium funding will also be targeted to support children who have additional vulnerabilities, such as social work support, whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	Some of our pupils enter school with basic skills and experiences that are lower than those of their peers. They need early support with toileting, speech and vocabulary development, social skills, exposure to number, physical development and understanding of the wider world. This has been further impacted by the pandemic.
2	Some children do not receive the same levels of support with reading or homework in the home environment as other children in school. This means that their phonic and reading progress can be impacted unless additional support is provided.
3	Some pupil premium pupils need additional support to address gaps in learning and ensure good progress. Some of the children did not engage as well during periods of lockdown and some parents refused the offer of access to in-school places.
4	A proportion of pupil premium children are on the SEN register and require additional support to address identified learning needs. There are a range of issues, including communication and language and SPLD.
5	A proportion of children have social and emotional well-being issues, which impact on learning and outcomes. Some of these needs have been amplified by the pandemic.
6	Some of our pupil premium families need support to ensure their children have positive attendance and make the most of educational opportunities on offer.
7	Some children are affected by wider family circumstances and relationships which impact on their development, some of these families have engagement with social services or other agencies, whilst others have refused to engage in external support which falls short of statutory intervention.
8	Some children have limited experiences and need the support of school to help them develop their cultural capital. This side of their lives has been significantly impacted by the restrictions of the pandemic and associated risk assessments.

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
Increase the proportion of pupil premium children reaching and exceeding expected standards and making positive progress across the curriculum.	Proportions achieving expected and higher standards is at least in line with national measures.

Children with notable speech and language gaps are supported to access additional support and make rapid progress to meet expected standards.	Children are provided with the timely support they need to meet the appropriate expectations in early years. Assessments and observations indicate significantly improved oral language for disadvantaged pupils.
Teaching and curriculum continue to be of a high standard and have a positive impact on outcomes across the curriculum.	CPD has impact on quality of teaching and supports children to make progress through the curriculum, remembering key facts. Coaching and mentoring of staff provides support for their continued development.
Children who have additional needs, who have gaps in learning or are at risk of falling behind or not making the progress expected of them will be supported through effective intervention to help them to catch up.	Pupils will be involved in high quality one to one or small group interventions which will focus on addressing gaps in learning. Children will make rapid progress in acquiring basic skills and will be able to apply these in daily learning.
Children will show high levels of engagement with reading and will access quality reading material in school and at home, including well-matched decodable texts to support the early stages of reading.	Reading and phonic outcomes improve for pupil premium pupils. Children will develop enjoyment of reading and reading resilience. Children will be able to engage with adults and each other in meaningful discussions about books.
Children are supported to develop strong basic skills, including phonics, reading, good number knowledge to support fluency, accurate use of speech and grammar, fluent reading, developing vocabulary and improved spelling.	Teaching timetables provide sufficient opportunities to teach and embed basic skills. Pupil premium writing demonstrates use of a wider vocabulary across the curriculum. Children have rapid recall of number facts and can apply spelling knowledge.
Children are provided with experiences outside of their normal range which will promote understanding of the wider world, aspirational thinking and develop their cultural capital.	The curriculum offers exciting opportunities to engage beyond the normal school day, e.g. visits, outdoor adventurous experiences, cultural visits, arts and theatre and spiritual visits. Pupil premium children access extra-curricular activities.
Children with emotional and social needs are provided with access to appropriate support.	Children with emotional needs have these recognised and met by school staff and are supported to access additional external support if this is needed.
Children attend regularly and are ready to learn.	Targeted support is in place for individuals and families who have poor attendance or are at risk from poor attendance. Pupil premium attendance improves and is at least as good as that of other children nationally. Children's attitudes to learning are positive and they are motivated to attend. Supported access to breakfast club is provided where a need is identified. Financial support with uniform items is given where necessary. Parental engagement increases.

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: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (NFER). Use of pupil progress meetings to support staff to assess, analyse and plan for learning gaps.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct additional support through interventions or teaching. EEF	2, 3, 4
Embed the development of vocabulary and speech across the curriculum.	There is strong evidence that high-quality classroom discussion and introduction of vocabulary have high impact on reading. EEF	1, 2, 3, 4,8
Further implementation of our chosen DfE validated Systematic Synthetic Phonics Programme (Sounds Write). Increase resourcing plus provide additional workshops, mentoring, support and further training for trained staff to impact on phonics and spelling.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of work reading, particularly for disadvantaged pupils. EEF	2, 3, 4
Whole staff CPD linked to curriculum development, building in opportunities for recall and retention. Enhancement of maths teaching through use of Number Sense and Quick Maths training to ensure staff can support children to remember more.	Support children make progress through the curriculum by developing approaches that support them to learn more, do more and remember more. Ofsted	2, 3, 4
Curriculum leader development, support and mentoring. Coaching and mentoring for staff to further develop their teaching.	Support children make progress through the curriculum by developing approaches that support them to learn more, do more and remember more. Ofsted	2, 3, 4
Coaching on use of feedback and marking to ensure impact on children's outcomes	Strong evidence base that effective feedback can have high impact for very low cost, based on extensive evidence. EEF	2, 3, 4

Further develop the quality of social and emotional learning through the use of the Jigsaw programme across school and through engagement with support for positive mental health, training a mental health lead in school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Talk Boost programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Access trained speech therapy support for children who are not receiving this due to extensive waiting lists.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. EEF	1, 3, 4, 7, 8
Additional phonics sessions targeted at disadvantaged (and vulnerable) children who require further phonics support.	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 of up to 12 weeks. EEF	2, 3, 4, 7
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. We plan to exceed engagement levels funded by the DfE, supporting this additional tuition through the pupil premium.	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 and in small groups. EEF	2, 3, 4, 7
Providing targeted interventions (teacher and teaching assistant led) in school that address specific identified academic or social needs, either in small group or one to one.	One to one and small group tuition can be effective when delivered by trained staff.	1, 2, 3, 4, 5

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children are provided with experiences, built into the curriculum, outside of their normal range which will promote understanding of the wider world, aspirational thinking and cultural capital.	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. EEF	8
Continuing to embedding principles of good practice set out in the LA and DfE attendance improvement advice.	DfE guidance informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6, 7
Support parental engagement with school	Strategies to engage parents, particularly with younger children's learning can have positive impact. Use of positive messaging can have impact with older children. EEF	7

Total budgeted cost: £52,875

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 2022-23 academic year.

Proportions achieving expected and higher standards is at least in line with national measures.

	EYFS – GLD		Y1 Phonics		KS1				
					R	W	M	RWM	
School	80.0		92.6		EXS+	80.0	68.0	76.0	64.0
National	67.3		78.9		Nat	68.3	60.1	70.4	56.0
					GDS	16.0	8.0	12.0	4.0
			Y2 Phonics		Nat	18.8	8.2	16.4	6.2
			96.0						

KS2					
	R	W	M	GPS	RWM
EXS+	81	81	81	89	77
Nat	73	71	73	72	59
GDS	42	15	31	38.5	7.7
Nat	28.9	13.6	23.9	46	12
Av SS	107	102	105	108	-
Progress	1.2	0.9	-0.2	-	-

Y4 Multiplication check: Average score 24.0/25 Full marks: 75%

When looking at the performance of our disadvantaged children, it should be noted that the cohorts in each year group are small and therefore statistical comparison should be made with caution.

Our disadvantaged children have made good progress from their starting points, many attain national expectations and where this is not the case, their barriers to learning are identified and they receive the support needed to enable them to make progress.

In Reception, 3/4 of the disadvantaged children who were with us for the majority of the academic year attained GLD. The child that did not reach the standard receives SEN support and made strong progress from their starting points.

In Year 1, 5/6 disadvantaged children attained the standard of the phonic screen. The remaining child receives SEN support and is making progress from starting points.

In Year 2, 8/9 disadvantaged children reached the expected standard in reading, and 6/9 in writing and maths. This is stronger than national in reading and in line in writing and maths.

In Year 4, 6/7 disadvantaged children scored 24 or 25 in the multiplication check. The remaining child received SEN support and made good progress from their starting points.

In Year 6, 3/5 disadvantaged children reached the expected standard in each of reading, writing and maths. Children not reaching the expected standard received SEN support and made good progress. One child reached the higher standard in all three subjects.

<p>Children are provided with the timely support they need to meet the appropriate expectations in early years.</p> <ul style="list-style-type: none"> - Interventions targeted at identified children. Outcomes higher than national. <p>Assessments and observations indicate significantly improved oral language for disadvantaged pupils.</p> <ul style="list-style-type: none"> - Focus on specific talk activities, to enhance and develop language of targeted individuals. - Provision using quality texts and interactions to enhance exposure to vocabulary.
<p>CPD has impact on quality of teaching and supports children to make progress through the curriculum, remembering key facts.</p> <ul style="list-style-type: none"> - Whole staff training on Rosenshine's principles has supported children to remember more through the curriculum, evidenced through monitoring and assessment information. <p>Coaching and mentoring of staff provides support for their continued development.</p> <ul style="list-style-type: none"> - Provision of coaching and mentoring for staff, through joint planning, opportunities to observe, discussion of plans, subject leadership development.
<p>Pupils will be involved in high quality one to one or small group interventions which will focus on addressing gaps in learning.</p> <ul style="list-style-type: none"> - Tutoring programme provided for identified children across Y1-6 (exceeding numbers indicated by DfE). This had noted impact on children's outcomes and development of confidence. <p>Children will make rapid progress in acquiring basic skills and will be able to apply these in daily learning.</p> <ul style="list-style-type: none"> - Use of Numbots / TTRS and number sense has strengthened basic skills in maths. - Sounds Write provides a strong basis for phonic and reading development.
<p>Reading and phonic outcomes improve for pupil premium pupils.</p> <ul style="list-style-type: none"> - Reading and phonic outcomes exceed national measures at all statutory points. <p>Children will develop enjoyment of reading and reading resilience.</p> <ul style="list-style-type: none"> - Development of class libraries ensures enhanced engagement with texts. - Use of reading rewards to enhance. <p>Children will be able to engage with adults and each other in meaningful discussions about books.</p> <ul style="list-style-type: none"> - Evidenced in class reading sessions and monitoring activities.
<p>Teaching timetables provide sufficient opportunities to teach and embed basic skills.</p> <ul style="list-style-type: none"> - Development of basic skills is prioritised and opportunities to continue this development outside the school day. <p>Pupil premium writing demonstrates use of a wider vocabulary across the curriculum.</p> <ul style="list-style-type: none"> - Pupil premium children's writing showing progress across the curriculum. <p>Children have rapid recall of number facts and can apply spelling knowledge.</p> <ul style="list-style-type: none"> - Number recall stronger, spelling improving.
<p>The curriculum offers exciting opportunities to engage beyond the normal school day, e.g. visits, outdoor adventurous experiences, cultural visits, arts and theatre and spiritual visits.</p> <ul style="list-style-type: none"> - Post-covid, visits and residential have been reinstated and opportunities identified across the curriculum for children in all year groups. <p>Pupil premium children access extra-curricular activities.</p> <ul style="list-style-type: none"> - Extra-curricular opportunities are provided at no cost to ensure opportunity for all to engage. Financial support provided for any families identifying need.

<p>Children with emotional needs have these recognised and met by school staff and are supported to access additional external support if this is needed.</p> <ul style="list-style-type: none"> - Use of PSHE sessions to address needs and additional support for identified children. - Opportunity to engage in RISE counselling for identified individuals and groups of children. - Referrals to the single point of access for children needing more support.
<p>Targeted support is in place for individuals and families who have poor attendance or are at risk from poor attendance.</p> <ul style="list-style-type: none"> - Careful monitoring of attendance with contact with families who need this and referrals to the LIT team as needed. <p>Pupil premium attendance improves and is at least as good as that of other children nationally.</p> <ul style="list-style-type: none"> - Attendance in 2022-23 was lower nationally than in pre-pandemic years. In school attendance was stronger than national at 95.2% although lower than it usually is due to continued requirements to isolate due to covid infections. Attendance for pupil premium children was 92.7%, slightly below the national level of 94%. <p>Children's attitudes to learning are positive and they are motivated to attend.</p> <ul style="list-style-type: none"> - Children engage well with school life and attendance is positive. <p>Supported access to breakfast club is provided where a need is identified.</p> <ul style="list-style-type: none"> - Provided and accessed where needed. <p>Financial support with uniform items is given where necessary</p> <ul style="list-style-type: none"> - Uniform provided for some families and signposting to community resources. <p>Parental engagement increases</p> <ul style="list-style-type: none"> - Opportunities to engage the community back into school life, bringing the community back together.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<p>Last academic year, none of our children were identified as eligible for the service premium. We have encouraged parents to self-identify and one of our children will be eligible for services premium in 2024-25. They will be supported in the interim by our pupil premium allocation.</p>
The impact of that spending on service pupil premium eligible pupils
<p>No funding has been received.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Sounds Write Phonics	Sounds Write
Jigsaw PSHE	Jigsaw
Talk Boost	Talk Boost
Times Table Rockstars / Numbots	Times Table Rockstars
Number Sense	Number Sense