



## Greenvale 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	Greenvale Primary School
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2021- Sept 2024
Date this statement was published	September 2024
Date on which it will be reviewed	September 2022
Statement authorised by	Dan Bowden
Pupil premium lead	Tracey Whiting
Governor / Trustee lead	Louise Macaulay Sutherland Steve Homewood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,105
Recovery premium funding allocation this academic year	£ 145 per pupil eligible for PPG - £2000 (minimum level of grant)
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	£15,105

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Children within this group can underachieve due to a range of factors that impact upon their learning and progress. At Greenvale, we use our PPG funding to provide our children with a range of support and interventions to ensure that children are happy, safe, well and that they are given every opportunity to achieve, not only academically, but in their social and emotional development.

Our current plan provides our pupils with:

- Access to social and emotional support through the school counsellor.
- Specific interventions that help to narrow the gap in academic achievement.
- The opportunity to attend extra-curricular activities, including school trips, residentials, Forest School sessions and The ARC Animal Centre on site.
- Access to school equipment, including books on the 10 before 10 lists (our whole school reading initiative) and stationery.
- Support to purchase school uniform.

Through this support, we aim to provide every pupil with a positive experience so that they are able to achieve our school vision of '*succeeding together by loving what we do*'.

### Challenges

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

Challenge number	Detail of challenge
1	Access to high quality Reading materials. Observations and lesson drop ins have highlighted that PPG pupils do not always have access to high-quality class reader / 10 before 10 texts. As a result, reading progress can fall behind pupils who are not disadvantaged.

2	Pupils within this group are generally working below expectations which has been further exacerbated by COVID-19. These children require additional interventions in order to narrow the gap between themselves and their peers.
3	Disadvantaged pupils are often unable to contribute towards school visits and trips which enhance our curriculum offer. Funding is required to cover the cost of any shortfall from voluntary donations.
4	Observations from teachers and discussions with parents and children have highlighted a need for a school counsellor to support children and families with their mental wellbeing, confidence and general self-esteem. Since taking on the counsellor, she has had a full timetable with a waiting list and provides staff and school community with advice on an ad hoc basis.
5	Disadvantaged pupils are not always suitably equipped to attend school. This includes pupils having the correct school uniform and adequate stationery.

## 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 rates of progress / outcomes for disadvantaged pupils in reading.	As a result of funding, the school has enough resources for PPG children to have their own copy of key class texts. This includes class readers and books from their 10 before 10 list.
To narrow gaps in attainment for children working below expectations. The support in place narrows the gap.	Due to the quality of intervention, children make accelerated progress.  All pupils in receipt of targeted support make at least expected rates of progress.
To achieve and sustain improved wellbeing for pupils at Greenvale.	Parent and pupil surveys continue to indicate that children are safe and well-cared for at Greenvale.  PPG Pupil conferences indicate that children feel happy and well-supported at Greenvale.
To ensure all pupils have access to extra-curricular trips and visits.	All children are able to attend extra-curricular activities, trips and residential visits. This includes access to Teacher-led clubs, The ARC and Forest school.
All children are suitably equipped for the school day.	Children are offered a Greenvale jumper and a filled pencil case at the start of each academic year.

	The school is able to accommodate families on an ad-hoc basis.
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### 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: £ 1000

Challenge number(s) addressed	Activity	Evidence that supports this approach
1	3 x Class reader / 10 before 10 Books are purchased for each class. Having access to books means that children are able to engage fully with the class texts and 10 before 10 scheme.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  This report specifically makes reference to the limited access of books within the disadvantaged group. Comprehension tasks around class reader texts are provided daily.
1	<p>The school have recently adopted a new approach towards the teaching of Reading and Writing. This is specifically to improve attitudes of boys within these subjects.</p> <p>This is part of a 2-year project to improve outcomes for boys in writing.</p> <p>8/11 are boys (as of 11/21) We believe this approach will improve boys' ideas and composition.</p>	<p>Typically, schools have found that children initially double their rate of progress and, where the approach has been applied systematically across a setting, many schools have moved from dire results to outstanding success. Schools already performing well have not only increased attainment, but also enjoyment and engagement.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</a></p>

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

Budgeted cost: £9,217

Challenge number(s) addressed	Activity	Evidence that supports this approach
2	<p>Specific intervention is provided twice a week to support key underperforming groups by an experienced teacher within core subject areas.</p> <p>This is targeted following a review of termly assessment data and through regular discussion with class teachers.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=small%20group">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=small%20group</a></p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>
2	<p>KS2 PPG are provided with a Chromebook for use both in school and at home. This will support learning at home. For example, access to TTRS / Google Classroom to complete homework.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology?">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology?</a></p>

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

Budgeted cost: £ 5000

Challenge number(s) addressed	Activity	Evidence that supports this approach
3	The school covers the cost / subsidises the cost of extra-curricular activities to allow disadvantaged children to attend.	<p><a href="https://www.bbc.co.uk/news/health-50466061">https://www.bbc.co.uk/news/health-50466061</a></p> <p>A study carried out by the WHO indicates that four in five 11-17 year olds are not exercising enough. We believe that it is important to promote this in school by involving children in extra-curricular activities. This will include After-school clubs.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>
4	Pupils are to have access to a counsellor 1 day per week. This is available for all pupils, however PPG pupils are prioritised for this support.	<p><a href="https://impact.charteredcollege/article/promoting-positive-mental-health-wellbeing-primary-schools/">https://impact.charteredcollege/article/promoting-positive-mental-health-wellbeing-primary-schools/</a></p> <p>Children with higher levels of wellbeing do generally appear to achieve better academically (Gutman and Vorhaus, 2012)</p>
5	Pupils are provided with a Greenvale jumper and a pencil case at the beginning of each year.	

**Total budgeted cost: £ 15,217**

## **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 2020-2021 suggest that the performance of disadvantaged pupils was impacted by Covid 19 across all subjects to varying degrees. As evidenced in schools across the country, school closure was detrimental to these pupils who were unable to benefit from our pupil premium funded targeted interventions to the degree that was intended. School closure between January and April, and then restrictions involving bubbles and staffing during the summer term had an impact. The impact was mitigated by maintaining a high quality curriculum during periods of online learning. Class teachers ran daily teaching and learning through Google classroom across all subject areas, and undertook live lessons and drop ins through Google Meet.

All disadvantaged children and families were part of a weekly catch up by telephone or virtual call from staff members, co-ordinated by the DHT. These were received well and meant that we could tailor our learning approach to ensure children had access to ICT such as chrome books and learning packs or prepared work if necessary, for example children with SEND. It also gave families a chance to keep relationships with school and reach out for support as and when they needed it.

Assessments and observations at the beginning of the summer term indicated that pupil mental health and well being were significantly impacted due to the lockdowns and Covid 19. This was evident for some of our disadvantaged pupils. Funding was used to increase the number of sessions the school counsellor could provide and also deliver well being support for pupils and targeted interventions where needed including our Forest School and visits to The ARC Animal Centre.

- An additional intervention teacher was based in Year 2 during the Autumn Term of 2020 to support pupils to close the gap. Interventions specifically focused on phonics, English and Maths.
- 3 x weekly targeted support for Year 4 on basic skills in English carried out by intervention teacher and DHT. GPS work was planned for and delivered to help to close the gap in this small group.
- School counsellor provided counselling and play therapy.
- Whole class texts, stationary and one set of uniform provided to families to ensure the children had the equipment they needed in school.
- ARC Centre sessions
- Early morning maths sessions x 2 weekly
- Yr 6 intervention - Tuesday afternoons
- Additional 1:1 support provided for children with SEND
- 1:2 maths support sessions for Yr 6 run by DB.
- Listening and attention group in EYFS/Yr 1
- Supported breakfast club and after school sessions
- Free after school teacher led clubs.

## **Impact of the funding**

Despite the relatively small number of PPG pupils, we believe that there is good evidence to suggest that the funding led to a positive impact upon pupil outcomes and wellbeing.

Examples of this impact include:

- 91% of pupils passed the phonics screener. This is in line with non-COVID years and is a result of the additional class teacher that was used in Year 2 specifically to deliver phonics sessions. The three pupils who did not pass have specific SEND difficulties linked to reading, language and communication.
- The group of children in receipt of support in Year 4 made good progress during their sessions. This particular cohort will still require a significant amount of support with the basics as they move into Year 5.
- The school counsellor has been able to support 14 pupils who have been having difficulties both in and outside of school. A number of children have been 'stepped down' from support allowing others to receive this support.
- We are able to provide children at Greenvale with a number of enrichment activities such as Forest School and The ARC which make the school a happy and enjoyable place to be. This is supported by data within our pupil survey carried out in November 2021.
- All PPG children have access to the 10 before 10 books in class.
- Children in attendance at morning maths made strong progress with their arithmetic scores. Pupils in the current Y6 (2021-2022) have now been in receipt of sessions for around a year which has made a positive difference to outcomes in this cohort. From January 2022, Year 5 will be provided with targeted morning maths sessions.

## **Further information (optional)**

PPG Information Leaflet produced and shared with parents, along with regular reminders on the school newsletters and weekly communication to inform parents of the support they can receive if eligible.