

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2025 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	Greystoke Primary School
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ronnie Richardson Head Teacher
Pupil premium lead	Karin Roberts Assistant Headteacher
Governor / Trustee lead	Mark Rose

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,485.00
Recovery premium funding allocation this academic year	£5510.00
Pupil premium funding carried forward from previous years	£0.00
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	£65,995.00

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate intentions are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To support our families so they are best positioned to support their children's education and wellbeing.

We aim to implement this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The impact of achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes for year six, thus improving opportunities for effective teaching for English and Maths.
- To provide leadership time to facilitate small group work focussed on overcoming gaps in learning.
- 1-1 support in classes where required.

Additional support for subject leader to improve the standards of writing throughout the school.

- A new phonics scheme to help bridge the language gap based upon improving children's oracy skills.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support through our Elsa.
- Strong links between home and school through our family support worker.
- To provide Teacher Development Time to all teachers in order to put staff development at the heart of our approach to raising standards for disadvantaged children. This has been proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children perform lower than their peers in phonics and speaking and listening. This has been identified through summative and formative assessment.
2	Narrowing the attainment gap across reading for our disadvantaged children. Assessments, observations and discussions with pupils suggest that our disadvantaged children generally have greater difficulty with reading than our non-disadvantaged children.
3	Narrowing the attainment gap between boys and girls, especially in writing. Assessments, observations and discussions with pupils suggest that our disadvantaged children generally have greater difficulty with reading than our non-disadvantaged children.
4	Attendance and Punctuality issues. Our attendance data indicates that attendance amongst disadvantaged pupils has improved by 2%. The gap between non-disadvantaged and disadvantaged children was 4% and is now 2% as a result of the input from our family support worker.
5	Pupil wellbeing is affecting the children's capacity to learn. Teacher referrals for support have markedly increased during the pandemic. 50% of our disadvantaged pupils currently require additional support with social and emotional needs and or family support.

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
Disadvantaged children will perform as well as their peers in phonics and speaking and listening.	Internal assessments and statutory assessments will indicate significantly improved phonics progress in phonics.
Improve reading attainment amongst disadvantaged pupils.	Reading assessment outcomes in 2024 will show that the gap between advantaged and disadvantaged will have narrowed.
Improve writing attainment amongst disadvantaged pupils.	Writing assessment outcomes in 2024 will show that the gap between advantaged and disadvantaged will have narrowed along with the gap between boys and girls.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behavioural incidents. • A reduced number of pupils referred to internal pastoral care and external agencies.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 90%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed through a range of experiences for our disadvantaged children.

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: £39168.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<p>M6 teacher appointed to work within Year 6 cohort to allow Year 6 cohort to be taught as three small classes. £29,268</p>	<p>EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that 3 smaller classes would allow teachers to increase the amount of attention each child will receive.</p>	2,3
<p>Phase leader released to provide small group tuition. £4500.00</p>	<p>EEF(+4) Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	1,2,3
<p>Trust support from English SLE to support the subject Leaders in writing- 8 days and reading – 4 days £3000.00 Supply cover- £2400</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff in the teaching of writing. There is also a new subject leader in this role.</p>	2,3

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

Budgeted cost: £5500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>EEF (5 months)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	1,2

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

Budgeted cost: £21332

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<p>Elsa support worker to support children who are having difficulty accessing learning through behavioural issues or wellbeing issues.</p> <p>Family support worker to work with families to help improve wellbeing and attendance.</p> <p>£16,945 + £2,837 = £19782.00</p>	<p>EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	4,5

<ul style="list-style-type: none"> • Cultural capital experiences promoted in the curriculum. • Subsidised cost of trips and residential visit for disadvantaged families. • Sports events and after-school club are promoted free of charge to disadvantaged children. • School uniform supplied. <p>School uniform - £550 Residential/Trip support - £1000</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>SHUE data EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p>	<p>4,5</p>
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Total budgeted cost: £66,000.00

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.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 and July 2021 – there is therefore no national data. Internal assessments show our disadvantaged pupils narrowed the gap between their peers or better in most year groups in reading, writing and maths.

The purchase of Scholastic Pro has supported our disadvantaged children by providing high quality texts to be used in guided reading sessions. CPD has been provided to staff alongside the scheme to support the teaching and learning of guided reading. This has bridged the gap between the reading levels of our disadvantaged children, ensuring that children are accessing books that are suited to their age and ability. Staff CPD has focussed on the teaching of Systematic synthetic phonics to support reading fluency at KS1, yr 3/4 and to support lower attaining (typically PP) children in year 5/6. Resources following training to develop whole school practice have been purchased. The purchase of the new PM benchmarking reading scheme has ensured that children are secure with all reading skills before moving on. This allows teachers to group children where there are gaps and provide targeted support.

The purchase of TT rockstars has increased fluency in PP pupils in multiplication facts across Yr2-6 through along with engaging with lead practitioner and upskilling all staff in the planning, teaching and assessing of multiplication facts. This has been further helped by the purchasing of 64 touch screen laptops so that all children have more opportunity to practise in school in a manner that suits them – eg: laptop or tablet. Century AI has also been used to ascertain where the children's gap are, allowing for targeted support to be put in place.

Our Family Support Worker has supported parents and carers throughout lockdown with weekly phone calls, support with accessing food banks and food hampers, seeking benefits and offering well-being support through external agencies. Her support to families has improved attendance in some cases through regular phone calls and home visits.

Both our Elsa's have work extensively with our children and families to offer emotional support and ensure our children are settled back in school. In support of our year 6 children, a social and communication group was in place to help the children manage the prospect of transition to secondary school and to ensure they were able to cope with any feelings surrounding this transition.

Externally provided programmes

Programme	Provider
Scholastic Pro	Scholastic