

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	Greenfylde C of E First School
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	21.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 – 2022 - see note on review below
Date this statement was published	15 th December 2022 We had published a previous strategy statement 1 st September 2021 but then the DfE format changed.
Date on which it will be reviewed	n/a as will amalgamate to new school September 2022 however will review internally July 2022
Statement authorised by	Claire Oaten Headteacher
Pupil premium lead	Claire Oaten Pupil Premium Lead
Governor / Trustee lead	Guy Adams Chair of Governors and link governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,180 (financial year 21/22)

Recovery premium funding allocation this academic year	£8,555 (financial year 21/22)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,000 due to Covid preventing some projects – all allocated on budget Reading/Library project Extra ELSA support and resources
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	£114,735 (financial year 21/22)

Part A: Pupil premium strategy plan

Statement of intent

School Aims

We aim to ensure that every child leaves Greenfylde excited about learning and determined to succeed. We want to equip them with confidence, resilience and a passion for justice and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives.

The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

Provision

We have a range of provision in place to support children who belong to vulnerable groups, including those who are socially disadvantaged. This provision has the full support of the Governing Body and includes:

- Providing small group work or 1:1 work with a teacher or LSA focussed on overcoming gaps in learning
- Access to a Learning Mentor/ELSA
- Additional teaching and learning opportunities provided by teachers, TAs or external agencies
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- Access to Breakfast Club
- Paying for activities that broaden the curriculum

- Support for positive lunchtimes
- Forest School
- Smaller Reception and Year 1 Classes

All our work funded by the Pupil Premium will be aimed at accelerating progress so that the majority of children leave Greenfyld at, or above, the national average. We also aim for every child to make progress that is good or better than national expectations. Provision will be researched based wherever possible but can also be contextual given the individual needs of the child/school community.

Challenges

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

In terms of data, our data as evidenced in the later impact section shows our disadvantaged Pupil Premium children perform well against their non-disadvantaged peers. Therefore our challenge is more difficult to show in data terms as our strategies involve us knowing our pupils well in terms of strategies to provide to avoid dysfluency in attainment.

Challenge number	Detail of challenge
1	<i>Assessments and observations at the start of Reception indicate that disadvantaged pupils often are further behind on the EYFS continuum of learning and this is evident in the lower % meeting age expectations in the September. For example in Mathematics, 64% of disadvantaged pupils were age related compared to 71% for those not classed as disadvantaged.</i>
2	Observations and discussions with pupils suggest our disadvantaged pupils may have fewer opportunities to access high quality reading texts e.g. at home or access to the Library. Research indicates that having a wide high quality vocabulary is central to future progress.
3	Spoken language skills observed in our disadvantaged pupils are often at a lower level to their wider peer group and we are aware that these can impact on children's grasp of phonics and later Reading.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures over the last two years to a greater extent than for other pupils. These findings are supported by national studies. This means they can have greater cumulative dysfluency than their peers potentially leading to falling behind in terms of age related expectations.
5	Our observations, talking to children and knowing as education professionals show that for children to succeed academically they need not only self esteem but more importantly self efficacy. A higher proportion of our disadvantaged pupils lack these skills and we need to provide the situations for these to be developed in school.

	We are also aware that in a rural market town with few public transport provisions, our disadvantaged pupils are disproportionately unable to access the experiences that others may have to develop community, life skills and that wider learning and vocabulary.
6	Covid times have brought an increased number of issues around family separation and issues such as domestic violence. These have disproportionately impacted our disadvantaged families and from observations and discussions with pupils and families we know this impacts of children's readiness to learn at school and thus progress and attainment.

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
<i>Improve language skills and vocabulary amongst our disadvantaged pupils.</i>	Assessments (e.g. phonics including national screener and EYFS) and observations indicate improved language skills. Evidence with also triangulate to observations in lessons looking at behaviour for learning and engagement, book scrutiny, learning walks and ongoing formative assessment.
Maintain and improve Reading attainment among disadvantaged pupils at EYFS & KS1.	EYFS and KS1 outcomes 2022 show that the % of disadvantaged pupils achieving age related is with 10% in EYFS (this is given numbers involved) and 5% in KS1 of all pupils (with the assumption that all pupils are expected to reach national standard or higher).
Maintain and improve Writing attainment among disadvantaged pupils at EYFS & KS1.	EYFS and KS1 outcomes 2022 show that the % of disadvantaged pupils achieving age related is with 10% in EYFS (this is given numbers involved) and 5% in KS1 of all pupils (with the assumption that all pupils are expected to reach national standard or higher).
Maintain and improve Mathematics attainment among disadvantaged pupils at EYFS & KS1 & Y4.	EYFS and KS1 outcomes 2022 show that the % of disadvantaged pupils achieving age related is with 10% in EYFS (this is given numbers involved) and 5% in KS1 of all pupils (with the assumption that all pupils are expected to reach national standard or higher). Disadvantaged pupils attainment in the multiplication screener to be within 5% of peers.
To sustain improved social and emotional wellbeing for our pupils, especially our disadvantaged pupils so they have self efficacy and self esteem to be school ready for	Sustained high levels of social and emotional wellbeing 2021/21 demonstrated by: <ul style="list-style-type: none"> • Lesson observations/learning walks

learning.	<p>showing the high level of engagement in learning by disadvantaged pupils.</p> <ul style="list-style-type: none">• Evidence from pupil voice and teacher observations in relation to social and emotional wellbeing.• Outcomes from ELSA supporting social/emotional wellbeing and reduced need for rereferral.• Disadvantaged pupils not disproportionately showing on our behaviour monitoring scheme linked to our policy.
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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: £ 30,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of DfE validated Systematic Synthetic Phonics Programme</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (through not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p>	<p>1, 2, 3</p>
<p><i>Maintaining single age teaching in Reception through additional staff. Staff will receive up to date training on key areas within the EYFS to provide quality first teaching.</i></p>	<p>Whilst the evidence suggests that reducing class sizes is not the most effective method, it does indicate that the outcome is more positive with younger children where trained professional are able to give more time to the children to help them learn and discover within the EYFS providing ongoing verbal feedback to develop skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1, 5</p>
<p><i>Meta Curriculum Enhancement of our curriculum by reviewing the core knowledge taught to pupils and developing knowledge organisers to share learning with home for parental</i></p>	<p>The Meta-Curriculum project was established to build on the hypothesis that you improve curriculum, and by extension education, by developing a shared language. Given the gaps observed in children’s learning during Covid, especially for those disadvantaged it is important all staff have a shared language of curriculum development so that key areas such as knowledge and techniques are progressive and we can clearly see what is required to be taught to avoid cumulative dysfluency.</p> <p>https://www.supportservicesforeducation.co.uk/Services/6213</p>	<p>4</p>

<p><i>engagement. Fund teacher release to develop our curriculum through meta- curriculum CPD.</i></p>		
<p><i>Improving our teaching of reading by bringing in high quality texts to lessons, developing staff CPD in this area and encouraging a love of Reading through improved Library facilities.</i></p>	<p>Young children whose parents read them five books a day enter school having heard about 1.4 million more words than children who were never read to, and this can disproportionately impact those disadvantaged pupils. Reading is a way of building this vocabulary that is the basis for success across the curriculum and this can be fostered by encouraging reading for pleasure as well as learning.</p> <p>https://absolutely-education.co.uk/cressida-cowell-on-reading-for-pleasure/ https://www.sciencedaily.com/releases/2019/04/190404074947.htm https://www.booktrust.org.uk/globalassets/resources/bookbuzz/benefits-of-reading-for-pleasure.pdf</p>	<p>1, 2, 3</p>

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

Budgeted cost: £ 37,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Engaging with the school led tutoring programme for pupils whose education has been most impacted by the pandemic. All pupils who receive tutoring will be disadvantaged and will include those of all levels of ability.</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>4, 5</p>
<p><i>Additional small group and one to one interventions</i></p>	<p>Evidence shows that small group work targeted to assessed gaps and that develop skills through interventions such as precision teaching help the</p>	<p>3, 4</p>

<p><i>in Reading (inc phonics), Writing and Mathematics where the majority are disadvantaged pupils.</i></p>	<p>children learn to learn and support catch up to achieve age related expectations and above.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 28,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improve the quality of social and emotional learning through the provision of extra ELSA time and resources, supporting children directly and offering support for staff to improve classroom practice.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. academic performance, self-efficacy, attitudes and life behaviours)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5, 6</p>
<p><i>Whole School and Nurture group access to Forest School to develop social, emotional life skills, developing these in pupils across the school in line with the school ethos.</i></p>	<p>Evidence shows that for children from disadvantaged backgrounds, participating in Forest School increases well-being and academic development. It also develops learning to learn skills such as problem solving and team work.</p> <p>https://muddyfaces.co.uk/outdoor-hub/forest-school/reports-research</p>	<p>5, 6</p>

<p><i>Providing some uniform and milk to disadvantaged pupils.</i></p>	<p>Although evidence is limited, uniform helps develop and support a whole school culture, promoting high standards and expectations, reflecting the values and culture of the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>Milk is offered in line with the research showing the vitamin and mineral benefits of milk as part of a healthy diet.</p> <p>https://www.nhs.uk/live-well/eat-well/milk-and-dairy-nutrition/</p>	<p>5</p>
<p><i>Supporting disadvantaged pupils to access wider opportunities in the Arts, community and social/emotional activities to support language, skill and experience development.</i></p>	<p>Based on our experience, children who are able to gain holistic experiences are able to apply these through the vocabulary and facilitating knowledge gained to other aspects of their learning to help them make sense of the world. It also provides real life opportunities to apply and develop life skills. One key area of this application is through the Arts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>2</p>
<p><i>Providing additional adult at lunchtime to ensure children have people they can go to for support in unstructured times to support them emotionally.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. academic performance, self-efficacy, attitudes and life behaviours)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5</p>

Total budgeted cost: £ 96,488 – the additional money has been ringfenced to cover the 7/12 clawback from our provision to disadvantaged Y4s in 2020/21 and other pupils who have left the school.

Service pupil premium funding (optional)

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p><i>Access to wrap around care</i></p> <p>https://www.gov.uk/government/news/free-wraparound-childcare-for-the-armed-forces</p> <p>Forces children can spend their pupil premium funding on wrap around care which can be especially useful when a parent is deployed.</p> <p>Library of resources to help when a parent is deployed.</p> <p>Check in with the ELSA staff member each term.</p> <p>Access to all other options above as required</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>This again is about offering inclusivity and providing support that is needed to maintain emotional wellbeing at what can be more difficult time in these children's lives.</p> <p>Provision is mapped to the individual child/family's needs to ensure children feel safe, reassured and ready to learn.</p> <p>Numbers in receipt of this funding are low making data analysis unreliable and potentially naming to individual children.</p> <p>Observations, pupil voice and ongoing teacher formative assessment are used to monitor progress.</p>

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.

In 2020-21 we ended the year with 72 pupils who qualified for Pupil Premium funding. These children included those in receipt of free school meals; children classed as Ever 6; those with forces connections and children who had previously been looked after/special guardianship order.

This year our impact report takes account of Covid restrictions across the academic year and the partial closure in lockdown experienced in the Spring term.

In EYFS pupil premium children (12 children out of a cohort of 61) made positive progress with 58.33% (compared to 67.21 for all pupils) on track to achieve what would have been a good level of development (GLD).

Reading - 75% of PP children were at age related compared to 80% of the whole cohort. In September only 36% had been assessed as age related.

Writing - 58% of PP attained ARE compared to 67% of whole cohort. In September only 36% had been assessed as age related.

Maths –75% (number) of PP attained ARE compared to 80% of whole cohort. In September 64% had been assessed as age related.

Within EYFS we used our pupil premium funding to give an additional adult across our two Reception classes. This gives pupils more adult contact time to scaffold communication and learning during continuous provision activities and model the speaking and listening skills that they need to progress. For Covid catch up there has been a focus on the NELI program and group interventions to target component gaps that staff felt were holding children back from making progress.

As in the rest of the school, during partial lockdown with the 50% approx. who continued to attend we maintained our usual classes and staffing, so even when Teachers were supporting distance learning the children remained in a known, safe environment with adults they knew who understood their learning and assessment profile.

Across the rest of the school attainment and progress for Children in receipt of Pupil Premium is roughly in line with that of non pupil premium children. By July 2021 of Year 2, KS1 the Pupil Premium group made 2.79 points progress in maths (all 2.87), 2.92 points in reading (all 2.87) and 2.76 points in writing (all 2.82).

In year 4 they made 3.48 (all 3.47) points progress in maths, 3.58 (all 3.47) points in reading and 3.36 (all 3.63) in writing. In all subjects the PP group made accelerated progress.

A major impact towards this has been careful tracking of these pupils and prioritising these children in our pupil progress meeting conversations. A range of approaches have then been planned, including in Covid catch up to support their academic needs including extra teaching assistant support in class, additional teacher time and a range of intervention programmes. Another major aspect has been the social and emotional development of these learners through our learning mentors, Forest School and use of Early Help support including PFSA and Thrive. Giving children the opportunity to access all after school clubs and if required breakfast club, has maintained high attendance (PP attendance is 94%, non PP pupils is 96% by the end of

the academic year) and confidence and although not fully measurable in data, our professional observation is that these extended opportunities have supported the learning development and potential of our Pupil Premium children.

We have noticed how many of these children have been able to either maintain or begin to regain their learning resilience post the second lockdown. During Covid 19 partial closure we have monitored the engagement of our Pupil Premium group whether at home or in school and ensured there has been at least weekly contact. Classroom staff have kept in touch via Google Classroom, Class DoJo or Tapestry meaning ongoing dialogue with the children. Where children have been deemed more vulnerable a member of the senior leadership team has contacted the family weekly to check on the child and family's wider needs. We have provided food boxes and then the Government Edenred Food Vouchers for all on free school meals and ensured we signposted further support available in the local area.

Where applicable, we have welcomed children in school as vulnerable children beyond the initial definition of in receipt of an EHCP or supported by a social worker, ensuring they have continuity and support throughout the partial closure.

Weekly learning, this year on Google Classroom was well received by families and we ensured a balance between online and non-online tasks to accommodate families with limited computing hardware. We prioritised PP children for additional technology when it became available and offered paper packs where this was preferred by families.

Examples of good practice

Reading

We have started a large scale development of our school Library this year in line with Cressida Cowell's assertion as Children's Laureate that reading and vocabulary is the key to success in learning. Reading ambassadors have been appointed and we were pleased that these included some children in receipt of PP. During lockdown we encouraged children to use online books and took a subscription to Bug Club and shared the Scholastic author of the week pod casts with our families.

Writing

To try and re-establish writing resilience we have looked at initial skills with support in EYFS with dough disco and through the school with learn to move sessions and associated individual handwriting programs. English units have been re-written with high quality texts that have encouraged the children to engage in writing e.g. How to Train your Dragon, Traction Man etc

Maths

To support multiplication we have encouraged pupils from Y2 to engage with TT Rockstars and to challenge themselves to move up in levels. Staff have received training in multiplication and maths development during Covid to strengthen quality first teaching in class.

Whole School Impact

Some of our provision has had a whole school focus this year. We are aware that for a proportion of our pupil premium children they do not get the opportunities through lack of transport etc to move away from the local area to experience wider learning opportunities. To develop this we offer a range of experiences to all pupils so that not only our pupil premium children but all the children in the school can access a breadth of opportunities and a more holistic development. Not all of these activities cost money, some are free or may be match funded from other funding schemes e.g. Sports Premium. Activities include:

- Performing in a 'proper' theatre for the Year 4 play – with Covid we arranged for this to happen without an audience and their performance was filmed
- personal, social and health education development – this year delivered virtually

- Opportunities to learn outside with Forest School and explore the local area
- Careers education visitors to foster aspiration
- A virtual art exhibition to allow children to experience having their art work appreciated and on display for the public to see.

In addition to the above we complete case studies for every Pupil Premium child in our school which focus on their own specific needs and preferences for learning. In this way we ensure continuity for the children as they move through the school both in expectations of academic attainment and in their emotional wellbeing. This year we have developed these so that profiles indicate termly a pupil's strengths, barriers to learning/impact of interventions and potential next steps.

