

# Greenfields 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	Greenfields Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils (31)	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Head and COG
Pupil premium lead	Kate Day
Governor / Trustee lead	Zoe Bains

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41695
Recovery premium funding allocation this academic year	£4495
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	£46190

# Part A: Pupil premium strategy plan

## Statement of intent

*“There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So high quality teaching must be at the core of all pupil premium work.”*

*John Dunford National Pupil Premium Champion 2013-2015*

At Greenfields we believe every child matters and strive for pupils to achieve the best they possibly can. We prioritise effective teaching above all to close attainment gap. 16% of our pupils receive extra funding from the Pupil Premium Grant. We also believe that whilst academic ability is important, the children we educate come from quite disadvantaged backgrounds (South Oxhey is the 3<sup>rd</sup> most deprived area in Hertfordshire), and we also believe that we should use our school’s Pupil Premium Grant to fund experiences and inspire children. Therefore, we use the PPG to pay for a range of activities as well as academic support and intervention.

At Greenfields, our Pupil Premium funding is used to help remove barriers to learning in order to:

- Close the attainment difference between pupil premium pupils and their peers nationally;
- Support pupils well being and mental health;
- Ensure high attainment of more able pupil premium pupils;
- Increase pupils’ self esteem and confidence;
- Provide pupils with enriching experiences both inside and outside school;
- Improve attendance and punctuality of PPG pupils.

We have a particular focus on vocabulary and reading and have prioritised CPD on this. Every PP child in Key Stage 1 and EYFS is heard read every week on top of usual classroom practise. Pupil Premium pupils in KS2 are also prioritised for extra reading throughout the week. Much of our PP funding is used to pay for a specialist Phonics and Reading TA who enables us to differentiate phonics teaching in every class up to Year 2 and supports the teaching of reading across these classes.

Pupil Premium funding also focuses on pupil need and wellbeing. The PPG also supports our families and children in emotional and practical aspects of their lives. It is used to pay a percentage of our Family Support Worker and our Nurture Team. Many of our disadvantaged children struggle with day to day interactions with others, and both of these roles play a part in supporting these children with managing their emotions and behaviours.

## Challenges

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

Challenge number	Detail of challenge
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1	Attendance
2	Covid impact of lost learning
3	Multiple vulnerabilities – higher than national percentage of SEN support
4	Mental Health
5	Home Learning environment – lack of access to books, ICT, low levels of parental literacy and numeracy, lack of opportunity to cultural access, lack space/rooms, overcrowding
6	Social Factors: (Family Trauma, DV, Mental Health Needs and Involvement of Children’s Services) South Oxhey is one of the most deprived areas in Hertfordshire

## 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
Pupils attainment is in line with age related expectations in Phonics, Reading and Writing	Percentage of disadvantaged pupils achieving age related expectations will be in line with national expectations.
Pupils attainment is in line with age related expectations in Maths	Percentage of disadvantaged pupils achieving age related expectations will be in line with national expectations.
Learning behaviours, self esteem and resilience of PPG pupils continue to improve	Evidence that PPG pupils are engaged and taking responsibility for their learning consistently.
Attendance of PPG continues to improve and persistent absence decreases.	Attendance for PPG pupils is in line with national expectations Persistent absenteeism is narrowed and is inline with national expectations (reduced to 10%) Punctuality is improved.
Education is seen as a higher priority within the family.	PPG families work in partnership with the school and support pupils with heir learning. Homework is completed.
Parental Engagement improves	Parental engagement improves to 75% of all meetings/events offered to PPG families
PPG pupils - Safeguarding/SEMH needs are met. Disadvantaged pupils are well supported emotionally and are able to support themselves effectively with self help strategies.. Children have access to and are supported by a range of provision that supports their mental health and well being.	Post SDQs where appropriate show an improvement Behavioural log incidents decrease Evidence that PPG families are working in partnership with school and appropriate outside agencies to improve outcomes for pupils

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training on teaching phonics and supporting readers.</p> <p>Differentiated phonic groups.</p> <p>Guided Reading taught in the morning when classes have additional adult support.</p> <p>Writing moderation regularly throughout the year. Staff to attend external/virtual moderation clusters.</p> <p>Booster groups taught by senior staff (Head, Deputy, Year 6 teacher).</p> <p>Targeted intervention teacher for R/KS1 to focus on Early Reading and Phonics.</p> <p>School involvement in Reading Fluency Project at KS2 led by DHT. This will target PPG pupils underachieving.</p>	<p>Research (Sutton Trust) suggests that 1:1 and small group work with a highly skilled professional enables pupils to make gains in learning.</p> <p>The EEF toolkit shows strong evidence that a focus on phonics will have a positive impact (4+ months).</p> <p>EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p>	<p>2,3,5,6</p>
<p>Staff training on teaching fluency to support the overlearning of key mathematical skills.</p> <p>Maths fluency training for all staff including TAs.</p> <p>Maths taught each morning when all classes have additional support. (TAs)</p>	<p>Research (Sutton Trust) suggests that 1:1 and small group work with a highly skilled professional enables pupils to make gains in learning.</p> <p>EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p>	<p>2,3,5,6</p>

<p>Booster groups taught by senior staff (Head, Deputy, Year 6 teacher).</p>		
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ *[insert amount]*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Staff training on teaching fluency to support the overlearning of key mathematical skills.</p> <p>Maths fluency training for all staff including TAs.</p> <p>Maths taught each morning when all classes have additional support. (TAs)</p> <p>Targeted Intervention groups taught by Intervention TA</p>	<p>Research (Sutton Trust) suggests that 1:1 and small group work with a highly skilled professional enables pupils to make gains in learning.</p> <p>EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p>	<p>2,3,5,6</p>

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding of nurture lunchtime club</p> <p>Training of lunch staff to engage prosocial behaviour in all pupils</p> <p>Step on training</p> <p>Funding of intervention time with our Wellbeing Practitioner.</p> <p>Staff training on meta cognition and self regulation</p>	<p>The EEF state that Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. (+4 months)</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p>	<p>1,4,5,6</p>
<p>Membership of the South West Herts Partnership – Families First</p> <p>Support for families at home and in school as appropriate</p> <p>Funding for our wellbeing practitioner to deliver 1:1 interventions</p>	<p>Robust safeguarding procedures support pupils' long term well being.</p>	<p>1,4</p>
<p>All staff aware of persistent absentees in their class. Office telephone daily to find out reasons.</p> <p>Attendance rainbow initiative</p> <p>Family meetings with AIO/HT/FSW</p> <p>Door knocks where possible</p>	<p>NfER briefing for school leaders identifies addressing attendance as a key step to improving attainment.</p>	<p>1</p>

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## 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.

*Phonics internal data shows that Y2/3 resits resulted in only 2 children have not met the phonics threshold. Data shows that 90% of Year 2 are on track to pass this Autumn.*

Action	Impact
<p>Reading fluency to support pupils in Y6/Y5</p> <ul style="list-style-type: none"> <li>• 8 pupils targeted</li> <li>• 8 sessions complete with pre and post assessments carried out</li> <li>• (Y5 have two sessions to finish)</li> </ul>	<p>100% made 2+ years progress in Comprehension</p> <p>75% made 4+ months progress in Reading Rate</p> <p>88% Made 1+ years progress in Accuracy</p> <p>100% PPG pupils (2) made progress in accuracy and comprehension.</p> <p><i>I used to use robot reading, now I know how to chunk it up to understand</i></p> <p><i>It's helped me choose more difficult books to read, now I choose longer books</i></p> <p><i>It's helped me when I do comprehension in class</i></p> <p><i>I always turn the TV on in my head</i></p>

Additional targeted adult support for identified pupils in Year 2 to improve phonic knowledge and reading skills	<p>CI supported 6 key pupils in the Autumn term</p> <p>TA targeted PPGs in Yr 2 for extra phonics teaching 5/6 PPG pupils passed the check 83%</p> <p>Overall % 89% (increase on 28%)</p>
Additional phonics and reading support for those pupils who were due to retake the PSC in Year 2 (now Y3).	<p>Of the 11 re checks, 6 met threshold (82%)</p> <p>Other 5 sig SEND (EHCP apps in hand)</p> <p>Daily phonics from TA in Autumn 2</p> <p>New TA appointed in January 2021</p> <p>Training on how to hear children read</p>
Year 4 – targeted additional support  Full time TA	<p><math>\frac{3}{4}</math> receive regular targeted support from TA</p> <p>1 pupil more SEMH needs, receives nurture support</p>
SEMH Intervention	<p>2 members of staff trained in D &amp; T</p> <p>SEMH needs have increased since lockdown 3</p>
2 free afternoons offered to PPG in N	This has been offered and taken up
Targeted 1:1 support in EYFS for pupils with SEMH and developmental needs due to previous disadvantage	<p>This has taken place. Pupil progressing well.</p> <p>Pupil has been in throughout lockdown.</p> <p>Looking to increase hours once staffing capacity back to normal.</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
NA	

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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Well being clubs and activities funded as no academic needs. 1:1 reading for both children 3 times a week to support fluency, vocabulary and comprehension due to EAL needs.
What was the impact of that spending on service pupil premium eligible pupils?	Contributed to a broad and balanced education and healthy friendships.

**Further information (optional)**

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