

Greenfields 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	Greenfields Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils (49)	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2024
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	£71640
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£71640

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 3rd 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, as well as maths intervention teaching in KS² for small groups in the afternoons from a dedicated TA.

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 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. We have also trained our member of staff in Drawing and Talking therapy, so she is able to explore Adverse Childhood Experiences and provide support for our families.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – our PPG family attendance falls 2% below that of all pupils and particularly lower in EYFS, where the difference is over 6%. We have to support families in getting their children into school and seeing the importance of Education.
2	Multiple needs – many of our PPG children also have additional SEN and struggle to get diagnosis or access medical help. We work to provide 5 dyslexia diagnosis a year, make referrals to external support and seek the best possible outcomes and support for our children.
3	Mental Health and Wellbeing of both pupils and parents. This not only affects attendance, but also the children's ability to learn. We have dedicated staff to deal with this, and also work with Watford Mental Health team to support parents in dealing with behaviours at school and at home.
4	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. We provide resources, computers, books and stationery to our families in need.
5	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. Therefore, the majority of PPG children also suffer from Adverse Childhood Experiences – ACEs. We provide support, guidance, counselling, and a safe place for our children. Free before and after school club for PPG children is provided when needed to ensure all children start the day with a breakfast inside them, and care is there in the evenings and an additional meal if necessary.

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 their 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
Speech, language and communication improves, particularly in the EYFS classes where out data shows that children are joining us with significantly lower C&L abilities than their non PPG peers	There will be no difference in the end of EYFS data in C&L category. Children will be able to communicate their needs and ideas fluently and confidently in class and outside Lower behavioural incidents occurring through children being able to explain their needs

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: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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 highly trained intervention staff.</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>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>Booster groups taught by experienced staff.</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. Speech and Language is a barrier for pupils accessing and achieving in other areas of the curriculum. Meeting this need will ensure pupils can fully access other areas of the curriculum and demonstrate their 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>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</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>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p>	<p>2,3,4,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	2,4,5

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

Budgeted cost: £ 22640

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>Provide food via breakfast club and fruits / milk to all children who need.</p> <p>Resources for families in need to access learning: books, stationery, computers</p> <p>Free uniform to families on PPG</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>DfE guidance has been informed by case studies from schools that have significantly reduced levels of persistent absence and absence.</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>From DfE's Improving School Attendance advice: Establish action plans to remove barriers, provide additional support and set targets. This could include: support with uniform, transport, wake up routines or emotional wellbeing</p> <p>DfE – Guidance School Milk Scheme Strategy Published 26 October 2021 To support the consumption of dairy products by children from an early age in order to promote healthy eating habits and good nutritional health, supporting efforts to tackle child obesity by part subsidising, or reimbursing in full where relevant, the cost of a daily portion of dairy in line with national guidance.</p> <p>From DfE Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017 - Schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour, and saw breakfast clubs as helping pupils to develop social skills.</p>	1,3,4,5
<p>Membership of the South West Herts Partnership – Families First</p>	<p>Robust safeguarding procedures support pupils' long term well being.</p>	1,3,4

<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>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>	1

Total budgeted cost: £ 71640

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 to 2023 academic year.

KS2 results

Subject	Percentage of pupils achieving at least the expected standard: school (2023)	Percentage of PPG pupils achieving at least the expected standard: school (2023)	Percentage of pupils achieving at least the expected standard National: (2023)	Average scaled score: school (2023)	Average scaled score: nationally (2019)
English reading	79%	67%	73%	106	104
English grammar, punctuation and spelling	68%	44%	75%	103	106
Mathematics	79%	67%	73%	106	105
English writing (teacher assessment)	56%	44%	71%	N/A	N/A
Science (teacher assessment)	77%	56%	79%	N/A	N/A

Action	Impact
Booster groups taught by highly trained intervention staff.	See results above. English and Maths were great results with 67% of PPG children achieving expected standard. More importantly, progress was exceptionally good. With many PPG children moving from PKS in KS1 to WTS scores and high 90s scaled

	scores. This is down to the targeted support and hard work of the intervention groups.												
Additional targeted adult support for identified pupils in Year 2 to improve phonic knowledge and reading skills	<p>CI supported 3 key pupils in Y2 for the year, 2 of which were new to the school.</p> <p>TA targeted PPGs in Yr 2 for extra phonics teaching</p> <table><tr><td></td><td>Pass</td><td>PPG</td></tr><tr><td>Y1</td><td>64%</td><td>57%</td></tr><tr><td>Y2 cumulative</td><td>89%</td><td>100%</td></tr></table> <p>We saw significant numbers of new children join us in Year 2 this year, and ended up with 7 retakes – most of which joined us in Y2. Only two child who were with us in Y1 have not passed the retake. They have significant needs.</p>		Pass	PPG	Y1	64%	57%	Y2 cumulative	89%	100%			
	Pass	PPG											
Y1	64%	57%											
Y2 cumulative	89%	100%											
Year 4 – targeted additional support for maths in class using computer programmes, class support and resources	<p>2 of the 5 children passed in Y4. The others scored well below 20, but had made good progress using the strategies taught.</p> <table><tr><td></td><td>Pass</td><td>PPG</td></tr><tr><td>25</td><td>4 = 13%</td><td>0%</td></tr><tr><td>20+</td><td>13= 43%</td><td>1=14%</td></tr><tr><td>15+</td><td>21= 70%</td><td>3= 43%</td></tr></table>		Pass	PPG	25	4 = 13%	0%	20+	13= 43%	1=14%	15+	21= 70%	3= 43%
	Pass	PPG											
25	4 = 13%	0%											
20+	13= 43%	1=14%											
15+	21= 70%	3= 43%											
SEMH Intervention	<p>2 members of staff trained in D & T</p> <p>SEMH needs have increased since lockdowns. Specific support needed for Y6</p>												

	pupils and use of Marsha Myers in transition was vital.						
2 free afternoons offered to PPG in N	<p>This has been offered and taken up and in the Summer term increased to all day for PPG children. All children attended for the summer term 2 full time. The progress in this can now be seen in EYFS data with hardly any gap between PPG and Non PPG pupils. This is to be continued.</p> <table><tr><td></td><td>Pass</td><td>PPG</td></tr><tr><td>Reception</td><td>55%</td><td>50%</td></tr></table>		Pass	PPG	Reception	55%	50%
	Pass	PPG					
Reception	55%	50%					
Targeted 1:1 support in EYFS for pupils with SEMH and developmental needs due to previous disadvantage	Wellcom and C&L groups in place for all children in Nursery and Reception. Attention Autism strategies also used. Increased C&L scores with 50% achieving this section of the Early Learning Goals.						

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	

Service pupil premium funding (optional)

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

Measure	Details

Further information (optional)