

Greatwood Community Primary and Nursery 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	Greatwood Community Primary and Nursery School
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	(Numbers from 2020-21) 11%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jonelle Yeoman
Pupil premium lead	Charlene Finch
Governor / Trustee lead	Kelly Tempest

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,746
Recovery premium funding allocation this academic year	£17,690
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	£79,436

Part A: Pupil premium strategy plan

Statement of intent

All staff and Governors are committed to meeting the individual needs of disadvantaged pupils at Greatwood Community Primary and Nursery School, whether they are pastoral, social or academic and as such we are working together to close the gap between more vulnerable pupils and their peers.

Our intention is that all pupils, irrespective of their background or the challenges that they face, make good progress and achieve high attainment across all areas of the curriculum. Our pupil premium strategy is a 'live document' which is designed to support disadvantaged pupils, irrespective of their starting points, to achieve that goal.

On a daily basis we are seeing the challenges which our vulnerable pupils are facing, for example those with a social worker and young carers. We ensure that support is in place for these pupils through this strategy plan through this strategy alongside our whole trust approach to inclusivity and leading on Team Around the Family support. Our full time pastoral leader takes a lead on our planned support and ensuring that all pupils, regardless of whether they are classed as disadvantaged or not can access support.

Quality First Teaching is at the heart of our approach and alongside safeguarding is our number one priority for our children. Our highly skilled staff members focus particularly on disadvantaged pupils who require the most support. We know that this approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time also benefits the non-disadvantaged pupils at Greatwood. Progress and Attainment for non-disadvantaged pupils' within our school will be sustained and improved alongside the progress of their disadvantaged peers.

Our Pupil Premium strategy is fundamental to our plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected by the recent Covid pandemic, including non-disadvantaged pupils. We have employed a full time Covid-Catch Up Co-ordinator within school to ensure that children receive over and above.

Our Pupil Premium approach is responsive to contextual challenges here at Greatwood and individual needs. Robust diagnostic assessment is based on research informed practise (not assumptions about the impact of disadvantage.)

The approaches that we have adopted here at Greatwood enable our children to access a first-class education with confidence. This ensures that our children excel throughout the curriculum.

Our ultimate objectives 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 remove barriers to learning created by circumstances and enable pupils to access a wide range of opportunities.

We aim to do this through:

- Early identification of pupils by creating excellent relationships with families and pupils
- Providing all teachers with high quality CPD to ensure that all pupils access effective quality first teaching.
- Our proactive Pastoral Leader has excellent relationships with pupils, families and external services and will support all families wherever needed.
- Providing appropriate nurture support to pupils in their emotional and social development.
- We ensure that our children and families can access Early Help support in a timely manner.
- To ensure that disadvantaged pupils are challenged in the curriculum.
- Providing targeted intervention
- To ensure that all staff members take responsibility for disadvantaged pupils' outcomes and do not put a glass ceiling on what they can achieve.
- Providing opportunities for all pupils to participate in enrichment activities including the arts, music, and sport.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These have been identified through discussions, observations and assessments of and with pupils identified as disadvantaged here at Greatwood.

Challenge number	Detail of challenge
1	Challenges that COVID has had on our families and children.
2	Lack of support from home eg: with school work, equipment needed and parenting strategies and boundaries in place. Pupils have limited access to appropriate books, libraries, technology and this impacts on pupils ability to complete homework.
3	To meet the wider needs of our children, by supporting promoting their emotional and physical wellbeing. We know that mental health issues are prevalent among our PP pupils and their families which can impact on all aspects of school life.
4	Low attendance and persistent absenteeism of PP/Disadvantaged children.
5	Families not accessing support and lack of services prior to families starting at Greatwood. Lack of early identification.
6	Families struggling financially to provide basic needs for their children: Food, clothing and experiences.

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
Priority 1: To meet the wider needs of our children, by supporting promoting their emotional and physical wellbeing. We know that mental health issues are prevalent among our PP pupils and their families which can impact on all aspects of school life, including progress, attainment, attendance and behaviour	
Children discussed fortnightly at pupil strategic meetings between the Headteacher and the pastoral leader.	<p>Identify children who are vulnerable and set clear pastoral targets for them.</p> <p>Use CPOMS as a way of tracking individual children and when they have received support.</p>

	Identify families who are vulnerable and set clear targets for this.
To run weekly Saplings Group sessions Targeting pre-school, babies and toddlers and families.	Register showing weekly families who have accessed the Saplings group and comparing PP families.
Strengthen the support for those children whose social and emotional needs are having a negative impact on their learning.	Trained/Full time pastoral leader in place, delivering daily 1:1 and group nurture sessions.
<p>Regulated behaviours during lunchtime and playtime for specific PP children who struggle with this time of day.</p> <p>Pastoral leader on duty every lunchtime (both indoors and outdoors) to ensure that these children are receiving the support and guidance that they need.</p> <p>Mrs Exley on duty every lunchtime and morning break to support children who need support for SEMH.</p> <p>Well organised sports for KS2 children at playtime and lunchtime by HLTA and Associate Staff.</p> <p>Sports coach to lead Rugby sessions every Thursday lunchtime for KS1 pupils.</p>	<p>Increased number of children taking part in lunchtime sports and activities.</p> <p>Year 6 children trained up to run the Playground Leaders sessions for the KS1 children at lunchtime.</p> <p>Decreased number of incidents at lunchtime therefore reducing the impact on lost learning time in an afternoon.</p> <p>Increased number of children throughout the week taking part in organised school sports during lunchtimes.</p>
All PP children to access three weeks of Outdoor Education in a small group of 15 children accessing Fishing, Walking, Map reading, Dry Stone Walling etc. This will also enable the 15 children who are not accessing Outdoor-Ed to receive small group intense teaching (see Priority 2)	<p>Clear timetable planned for the year to ensure that all children from Years 6-1 receive three intensive weeks of Outdoor-Ed opportunities.</p> <p>Child voice will be captured at the end of the Outdoor-Ed project.</p>
All PP children to access school trips at a subsidised rate	<p>School trips will be funded up to 50% for all children in receipt of PP.</p> <p>Data provided to show the percentage of families who have paid for trips and the funds whereby school have subsidised PP children's trips.</p>
All pupil premium to have access to a school PE kit	Full PE kits purchased throughout school to ensure that all children in receipt of PP can access twice weekly PE lessons.

All KS2 Pupil Premium children to have access to a swimming kit	Full swimming kits purchased throughout KS2 to ensure that all children can access weekly swimming lessons.
<p>All Pupil Premium children to have access in the evenings and the holidays to SELFA (Local children's charity) to wrap around care.</p> <p>This includes:</p> <p>Holiday Activities</p> <p>Mentoring and Counselling</p> <p>Term-Time Groups</p> <p>(A breakdown of this provision is provided yearly to school and is used as an appendix to this document)</p>	School invest a significant contribution to the children's charity SELFA, our PP children and disadvantaged children all access evening, weekend and holiday care. The cost to school is £3670.24 (5% of our Pupil Premium Funding)
Priority 2: (This will only be successful if Priority 1 is successful) To close the attainment gaps with Pupil Premium in Oracy, Reading, writing and Maths	
<p>-All PP children assessed for reading using the YARC reading assessment tool. Targeted interventions in place by the end of September 2021.</p> <p>-All EYFS children assessed using the WELLCOMM assessment to determine early language development by the end of week 3.</p> <p>-Targeted interventions to take place</p> <p>Regular assessment and monitoring.</p>	<p>Baseline assessments for all children.</p> <p>HLTA and support staff delivering reading interventions to children falling into the bottom 20% of each cohort.</p> <p>Nursery and EYFS staff to baseline assess all children using the WELLCOMM assessment. Then put into place weekly interventions and track progress.</p>
Interventions timetabled daily for phonics throughout school. New RWInc phonics related books purchased	<p>-Daily phonics lessons taught in a streamlined fashion, ensuring that phonics is taught directly at the point of need.</p> <p>-Monitoring to ensure that all children have reading books which are matched to their phonics ability.</p>
School uniform and equipment provided to all PP families where and when needed.	-Reduced anxiety and issues around uniform and regular concerns around this.
Throughout the year all children will be taught in a small group (15 or less) for three weeks whilst Outdoor-Ed takes place. This will allow PP children to have intense academic support.	Class monitoring will show good levels of progress for children not taking part in outdoor-ed. This will include understanding, knowledge and skills in foundation subjects.
To support Pupil Premium Families: FSM vouchers and school equipment loans.	<p>-Families to have reduced anxiety around completing home learning required.</p> <p>-Children to be able to complete home learning if required and, as much as possible, ensure they 'keep up' with in school learning.</p>

To support all Pupil Premium Families with paying for school trips by subsidising trips and residential by up to 50%	<ul style="list-style-type: none"> -Monitoring of access to school trips and opportunities will show that PP children are accessing trips. -Where families are not accessing trips extra support will be in place to ensure that children are not missing out.
Priority 3: To close the attainment gaps with PP children who are on the SEND register. Early identification of children who are not on the SEND register but need a Monitoring Plan.	
<p>SENCO to work with PP SEN learners Provision Map purchased for planning, assessing and tracking pupils learning</p> <p>SENCO to identify children and support staff in using the toolkit effectively.</p> <p>Individual learning plans to be in place and evaluated half termly.</p> <p>Regular monitoring of implementation and progress of children</p>	<ul style="list-style-type: none"> -Clear identification of targets made by all teachers and support staff. -Manageable and measurable targets are made and reviewed on a regular basis. -Children who have an targets make good levels of progress in their targets and progress is reflected in their learning as well as in house assessment tracking. -All staff to be confident in using the tracking and assessing of SEND children using the toolkit. -Assessments and reviews made on a regular basis for the children. -Conversations with SENDCo taking place where possible and needed. -All staff to feel confident in identifying those children who are PP who would benefit from additional focus due to a SEND. -PP children on the SEND register to made good levels of progress in comparison to their starting point termly and annually. -Regular assessments are made with identifying gaps and closing these with the relevant support.
SENCO to oversee learning plans and ensure that children are supported in class.	<ul style="list-style-type: none"> -Staff have increased confidence in supporting children with SEND and the steps needed to ensure progress can be made linked to their targets. -SEND specialist Learning Support Assistant deployed three afternoons a week to deliver interventions.
Weekly recording on Provision Map	<ul style="list-style-type: none"> -Staff to receive training in Provision Map.

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
SELFA	<p>Outdoor adventure learning EEF (+4)</p> <p>Physical activity EEF (+1)</p> <p>£3670.24 (5% contribution from our Pupil Premium funding budget)</p> <p>32 of our Pupil premium children accessed support throughout last year</p> <p>The breakdown of costs for this is as follows:</p> <p>Holiday Activities £10,489.84</p> <p>Mentoring & Counselling £1,850.13</p> <p>Term-time groups £6,778.16</p> <p>£19,118.13</p>	Challenges 2,3 and 6
<i>To promote fair and equal opportunities for PP pupils to access school and home learning.</i>	<p>Purchased PE kit (Shirt and Shorts) for all children in receipt of Pupil Premium £100</p>	6
<p><i>Purchase and implementation of a DfE validated systematic Synthetic Phonics Programme (RWInc)</i></p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading</p>	3

Whole school staff Read Write Inc training delivered at INSET.	<p>(though not comprehension), particularly for disadvantaged pupils.</p> <p>Ensuring that there is a consistent approach to teaching phonics throughout school. All staff will teach phonics in small groups to ensure that the children make the most possible progress. This will enable older children, who still need access to daily phonics teaching within a small group.</p> <p>Whole school Read Write Inc books purchased. £4700</p>	
Provide information to PP parents about Music Provision- Subsidy for music lessons to enable disadvantaged pupils to access music lessons and gain enjoyment of learning music and practising music skills.	Arts participation EEF (+3)	

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-Led tutoring in all year groups to provide a blend of tuition, mentoring and school-led tutoring for all pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>The EEF Guide to Pupil Premium</p> <p>Evidence to support this will be presented to Governors and members of the NSAT trust board.</p> <p>There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students.</p>	1,2

<i>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have very low spoken language skills: WELCOMM</i>	<u>EEF Oral Language interventions</u> Oral language interventions, can have a positive impact on pupils' language skills, Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.	
<i>Outdoor-Ed</i>	Outdoor adventure learning EEF (+4) Physical activity EEF (+1) Whilst Outdoor-Ed is delivered daily this enables 50% of the cohort in class during the afternoon sessions. They then receive intense support in a small group. This not only allowed excellent relationships to be built between the children and the adults, but also has a significant impact on standards throughout school. Small groups of children every afternoon within class enables all children to access intense small group teaching.	1,2
<i>Reading interventions</i>	All children assessed using the YARC, reading assessment. Initial baseline assessments made and intervention data shows significant impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition All EYFS children assessed using the WELCOMM early language assessment. Interventions put into place to support the children's development. Assessment data to show progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2 and 3
<i>Read Write Inc Phonics</i>	<u>Phonics Toolkit Strand- EEF</u> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2 and 3

	<p>Phonics approaches have a strong evidence base, indicating a positive impact on pupils, particularly from disadvantaged backgrounds, Targeted phonics interventions have shown to be more effective over a period of up to 12 weeks.</p> <p>Daily teaching of phonics in small groups, ensuring that older children can access the phonics curriculum at their level.</p> <p>Reading books have been purchased that link directly to phonics levels throughout EYFS/KS1 and the KS2 children accessing phonics.</p>	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full-Time Pastoral Leader	Supporting children and families throughout school	All challenge numbers
Outdoor-Ed	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrichment	All challenge numbers

<p>Embedding principles of good practise set out in the DfE's Improving school attendance advice. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Provision of attendance management and support through Attendance Officer role supported by wider pastoral team.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>Funds directed to supporting disadvantaged families with access to basic school needs and enrichment opportunities ensuring these are low or no cost:</p> <ul style="list-style-type: none"> • Breakfast club • Discounted/Free uniform • Heavily subsidised school trips • Extra-Curricular clubs provision • Regular outdoor education • Provision and support through our Pastoral Team (classes, coffee mornings, Saplings group, wellbeing and/or targeted/specific support for individual families) 	<p>Whilst these strategies do not necessarily have a direct impact on attainment, they are shown through research such as below to positively impact on pupil attendance, engagement and behaviour through school when used in conjunction with wider strategies such as those outlined above.</p> <p>Uniform evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_search&search_term=uniform</p> <p>Enrichment evidence: https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrichment</p>	
<p>Contingency fund for acute issues</p>	<p>Based on our experience and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</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.

Our internal assessments during 2020-2021 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Therefore the outcomes that we aimed to achieve were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all subject areas to varying degrees. As evidenced in schools across the country. Although school closure had a very small impact on our most disadvantaged pupils as they accessed our daily provision within our HUB. Unfortunately these children were not able to benefit from specific Pupil Premium interventions to the degree that we had planned for. Our Senior and Middle Leaders worked tirelessly to ensure that we continued to deliver a first-class curriculum both within the HUB and as part of our remote learning via Class Dojo, Oak National Academy and other resources.

Our assessments and observations have indicated that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils, despite the continued support of our pastoral leaders. Our Pupil Premium funding was used carefully to provide wellbeing support for all pupils and families, and wherever needed targeted interventions were put in place.

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
WELLCOMM-Early Speech and Language toolkit	GL assessment
Read Write Inc Phonics	Ruth Miskin

YARC reading assessment- York Assessment of Reading for Comprehension	GL assessment
Music Tuition for Brass	NYCC Music Services
Music Tuition for Keyboard	NYCC Music Services
Music Tuition for Guitar	NYCC Music Services