



Pupil Premium strategy statement 2021-24

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	Greenbank Primary School
Number of pupils in school	427
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Debi Wrigley
Pupil premium lead	Gemma Gerrard
Governor / Trustee lead	Alix Cunningham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,245
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	£202,245

Part A: Pupil premium strategy plan

Statement of intent

Objectives for our disadvantaged pupils

- To provide a high-quality education for all pupils, delivering a broad and balanced curriculum that reflects the need of our pupils and community.
- To give pupils access to a range of experiences which will build their cultural capital and encourage them to set ambitious goals, promoting the school vision that if they can believe it, then they can achieve it.
- To create a safe and positive environment which fosters pupils' mental health and develops a love of school and learning.
- To create a reading culture and promote reading for learning and pleasure.

Aims of our PP strategy

- Improve quality of teaching for all and set ambitious goals to close the attainment gap between disadvantaged and non disadvantaged pupils.
- Improve the punctuality and attendance of disadvantaged children and reduce the percentage of persistent absenteeism.
- Promote well-being, mental health and aspiration.
- Ensure every child is a fluent reader by the time they leave our school.

Key principles of the strategy plan

- To deliver regular, high quality CPD for teachers and subject leaders to ensure quality first teaching in all areas of the curriculum to drive up attainment.
- For subject leaders to work with teachers to develop ambitious, sequential units of work to allow children to build upon their prior knowledge, address any gaps in learning and make accelerated progress.
- To make reading a priority through the delivery of a structured high quality Synthetic Phonics Programme, guided reading and the promotion of reading for pleasure.
- To improve children's engagement in learning and aspirations through the use of extra-curricular activities and providing stimulating learning environments.
- For welfare staff to closely monitor attendance of vulnerable children and to act swiftly to try and combat persistence absenteeism before it occurs.
- To use PSHE and RSE lessons to promote the importance of well-being, self-esteem and the value of an inclusive, multi-cultural school community.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils often begin school with lower communication and literacy levels than their peers. This is reflected in the EYFS on entry baselines.
2	Disadvantaged pupils are often poorer readers than their peers. On entry assessments noted that 78% of disadvantaged children have reached the Expected Standard in reading compared to 80% of non-disadvantaged. This gap is greater in EYFS and Key Stage 1.
3.	Fewer disadvantaged pupils achieve the Expected Standard in maths. On entry assessments noted that 77% of disadvantaged children have reached the Expected Standard in maths compared to 88% of non-disadvantaged. Staff have also observed that disadvantaged pupils have poorer fluency levels when it comes to mental arithmetic and recalling times tables.
4	Monitoring of persistent absenteeism revealed that disadvantaged pupils often have higher rates of lateness and absenteeism (44% of persistence absentees were disadvantaged children). This impacts the learning and wellbeing of these pupils.
5	Disadvantaged children in our school have limited life experiences and poorer mental wellbeing which has been further impacted by the Covid 19 pandemic. This has led to a lack of aspiration and has impacted the attainment of pupils, particularly the number of children achieving Greater Depth standard.
6	Staff have noticed a lack of parental engagement in disadvantaged pupils. Parents and carers of disadvantaged pupils were less likely to attend parents evenings, engage with home learning (including remote learning in event of school closures) and listen to their child read at home.

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
Improve attendance and punctuality of disadvantaged pupils.	Attendance and punctuality levels of disadvantaged pupils will have improved compared to the previous academic year. Attendance and persistent absence levels will be inline or below national levels.
Develop a love of reading and pupils to engage in reading for pleasure and reading for learning thus raising attainment levels.	The number of disadvantaged pupils passing the phonics screening check will be inline with or above national levels. Disadvantaged pupils will enter KS2 being able to read and will continue develop their fluency and comprehension throughout KS2.

	The number of children achieving the Expected Standard in reading SATS will raise from 64% in Key Stage 1 and 78% in Key Stage 2.
Increased attainment for disadvantaged children in reading and maths at the end of EYFS, KS1 and KS2.	The overall number of pupils to achieve the Expected Standard in reading and maths will increase from baseline and be inline or above with national levels. The achievement gap between disadvantaged pupils and their peers to be narrowed in all year groups. This will be demonstrated in termly NFER tests and end of key stage assessments.
An ambitious, sequential and engaging curriculum that is inclusive for all.	Disadvantaged children will be able to access age appropriate curriculum with relevant scaffolds. Pupil voice questionnaires will reveal that pupils enjoy school and learning. There will be range of extra curricular activities such as clubs, visitors and trips which will have been accessed by disadvantaged children.
A happy and safe school environment.	Increase in the attendance levels of disadvantaged pupils. Less incidents of bullying. Pupil voice and parent questionnaires to reveal that children feel safe and happy in school. Staff wellbeing questionnaires and interviews will ensure staff wellbeing and there will be fewer incidences of staff absences.

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

Budgeted cost: £ 80,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching supported by CPD for teachers and support staff e.g. Rachel Johnson Consultancy, Jason Bangbala, Maximising the practice of Teaching Assistants. Teaching to monitored through lesson drop ins and regular book looks.	High quality interventions delivered by trained teaching assistants can close attainment gaps +4 months Teaching Assistant Interventions Collaborative learning has been shown to increase attainment	1, 2, 3

	+5 months collaborative learning	
All staff – teachers and LSA'S to have completed the accredited Sounds Write Phonics Training and access termly refresher training sessions led by Sounds Write trainers and Literacy Lead. This will be monitored through learning walks, book looks and implementation across the curriculum.	Highly structured synthetic phonics programmes have the biggest impact on early reading skills +5 months phonics	2
Basic skills for English and Maths to be regularly revisited and embedded across the curriculum. This will be evident during learning walks and book looks.	Cognitive Science in the Classroom	1, 2, 3
Enhancement of mathematics teaching by implementing DfE guidance and running the NCETM Mastering Number programme in Reception, Year 1 and Year 2.	Mathematics Guidance	3
Use of standardised termly tests (NFER) to track the progress of children and to identify children falling below the expected level. Test responses to be analysed to identify gaps in learning which can then be targeted through teaching and intervention sessions.	Standardised tests provide reliable data for staff to use to identify gaps in learning and plan interventions accordingly +6 months Feedback	2, 3
Use of Seesaw, an online learning platform to communicate with parents and share children's learning in school. Seesaw will also be used to share online learning in the result of any further school closures.	Parental engagement has a positive impact on attainment +4 months Parental Engagement Homework linked to learning in school has a positive impact on attainment +5 Months Homework	1, 2, 3, 4, 6
Improve social and emotional wellbeing through structured teaching of PSHE and RSE curriculum using Jigsaw PSHE. Teach children about how to identify emotions, cope with challenging emotions and build resilience.	Children being able to effectively regulate their emotional wellbeing improves their attitude to self, learning and attainment +4 months Social and Emotional Learning	5

Targeted academic support

Budgeted cost: £ 60,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted maths and phonics interventions to run in addition to daily lessons Yr 1-6 delivered by support staff.	Highly structured synthetic phonics programmes have the biggest impact on early reading skills +5 months phonics	2, 3
Small group English teaching including daily phonics, guided reading and writing to be delivered by specialist teachers.	Highly structured synthetic phonics programmes have the biggest impact on early reading skills +5 months phonics Alongside phonics, reading comprehension is a vital component in reading +6 months taught reading comprehension strategies	2
Purchase of phonetically decodable reading books that align to Sounds Write to allow children to practise the sounds that they have been learning.	Highly structured synthetic phonics programmes have the biggest impact on early reading skills +5 months phonics	2
Communication and language structured intervention programmes (e.g. WellComm, NELI, Talk Boost) to be delivered in EYFS to target speaking and listening skills.	Speaking and listening skills impact the whole curriculum. Oral language interventions benefit behaviour and reading attainment. +5 months oral language interventions	1
Meetings with parents to discuss learning plans and to provide activities which children can do at home to support their child's learning. Seesaw used as a vehicle to share targeted activities to address gaps in learning.	Parental engagement has a positive impact on attainment +4 months Parental Engagement Homework linked to learning in school has a positive impact on attainment +5 Months Homework	1, 2, 3, 6

Wider strategies

Budgeted cost: £ 20,086

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school implementation of new behaviour management system and training.	Reduction of challenging behaviours and low level disruption will increase attainment +4 months Behaviour Interventions	1, 2, 3, 4
Develop links with parents and carers by reinstating stay and play sessions and open events if safe to do so.	Parental engagement has a positive impact on attainment +4 months Parental Engagement	6
Welfare Officer to monitor attendance and punctuality to limited persistent absenteeism in disadvantaged pupils.	Attendance Interventions (under review) Engage parents to improve attainment +4 months Parental Engagement	4, 6
Breakfast club places to be funded for vulnerable families to improve school attendance.	Attendance Interventions (under review)	4
School staff/HLTAs to cover classes to allow teachers to make Zoom calls to parents and carers to share children's progress and targets.	Parental engagement has a positive impact on attainment +4 months Parental Engagement	1, 2, 3, 6
SENDCO to work alongside class teachers in creating and reviewing learning plans which will then be shared with parents and carers.	Parental engagement has a positive impact on attainment +4 months Parental Engagement	1, 2, 3, 5, 6
After school sports clubs and extra-curricular activities to improve pupils' cultural capital, wellbeing and stretch aspirations.	Art participation has a positive impact on academic outcomes +3 months Arts Participation	1,2,3,4

	Physical activity has a positive impact on attainment +1 month Physical Activity	
--	---	--

Total budgeted cost: £ 160,144

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.

Success of the intended outcomes of the 22-23 plan			
<u>Attainment Data 22-23</u>			
<u>End of Reception</u>			
	PP	Non PP	Gap
Number of children achieving GLD	45% 5/11	64% 30/47	-19%
<u>Phonics Screening Check</u>			
	PP	Non PP	Gap
Number of children meeting expected standard	75% 15/20	82% 32/39	-7%
<u>End of Key Stage 1</u>			
	PP	Non PP	Gap
Reading	60% 15/25	69% 20/29	-9%
Writing	56% 14/25	45% 13/29	+11%
Maths	80% 20/25	79% 23/29	+1%
R, W, M combined	56% 14/25	45% 13/29	+11%
<u>End of Key Stage 2</u>			
	PP	Non PP	Gap
Reading	52.6% 10/19	90% 27/30	-37.4%
Writing	52.6% 10/19	90% 27/30	-37.4%
Maths	52.6% 10/19	83.3% 25/30	-30.7%

R, W, M combined	42.1% 8/19	76.7% 23/30	-34.6%
------------------	---------------	----------------	--------

Attainment results indicate that there is a gap between the attainment of PP and Non PP children across the school.

At the end of Reception there is a -19% gap between the attainment of PP and Non PP children, however the overall percentage of PP children achieving the GLD has remained consistent (2023 – 45%, 2022 – 46%).

More Non PP children than PP children achieved the Expected Standard in the Phonics Screening Check (-7%); however, the percentage of PP children achieving the Expected Standard increased ((2023 – 75%, 2022 – 65%).

At the end of Key Stage 1, more PP than non PP children achieved the Expected Standard in writing (+11%), maths (+1%) and RWM combines (+11%).

The attainment of PP children at the end of Key Stage 2 is lower than in previous years and has led to increased gap between the attainment of PP and Non PP children. This reflects challenges within the cohort. 37% (7/19) of PP children who sat the assessments have SEND, of these children, 6 of them did not achieve the Expected Standard in reading, writing or maths.

Wellbeing

Pupil voice questionnaires and interviews show that Pupil Premium children have a positive attitude to school. 80% said that they always or mostly enjoy school, 91% said that they feel safe in school and 73% said that they find school fun and interesting.

The Wellbeing Ambassadors have continued to work with classes and have recently focussed on pupil safety. Each class was asked about which parts of the playground they feel safe/unsafe in. This information has been used to adapt lunchtimes and increase the number of activities on offer to the children both indoors and outdoors.

Events such as Children's Mental Health Week, World Smile Day and Odd Socks Day have been celebrated in school to promote wellbeing to children.

The staff wellbeing team have continued to meet to discuss the wellbeing needs of staff. Initiatives such as occasional PPA from home have helped to maintain positive morale within the school community.

Attendance

	Attendance		Persistent Absence	
	Overall	PP	Overall	PP
2020-21	94%	92%	21%	44%
2021-22	94%	93%	20%	28%
2022 -23	93%	92%	25% National: 21%	38% National: 36%

Overall attendance has dipped slightly to 93%, this is lower than the national average (95%). The attendance of PP children has also decreased 1% over the past year. Persistent absence amongst PP children has increased 10%, reflecting the trend seen across all pupils. From this data, we have identified families who have persistent absenteeism and have put steps in place to improve this for the following year such as first day response phone calls and welfare checks.

Extra Curricular

We have continued to develop an ambitious, sequential and engaging curriculum that is inclusive for all. Following the success of the Opening Worlds programme for History and Geography, this year we have implemented the Harringay Education Partnership curriculum for science in Key Stage 2. This has strengthened the use of reading for learning and has broadened the children's horizons. Subject leaders have begun to review their subject curriculums and progressions and have begun to identify how these curriculums can support and challenge our disadvantaged children.

Pupil voice surveys have demonstrated the positive attitude of children towards their learning, 73% said that their lessons were always or mostly fun and that they feel like they are challenged enough within lessons.

Staff questionnaires revealed that a large number of Pupil Premium children do not read at home. Reading data has been used to identify the lowest 20% of readers who receive daily reading in school. To increase the engagement of Pupil Premium children in home learning activities, a project approach has been used to replace weekly homework and subscriptions to popular apps such as Mathletics have been purchased.

After school tutoring has been provided to PP children in Year 6 and programmes such as Lightning Squad have been used to provide one to one tutoring within school time.

The number of all children accessing extra curricular activities after school has dropped, so a wider range of activities are now being offered such as gymnastics and tap dancing. Lunch time clubs have begun to be set up, to allow children who are unable to stay after school the opportunity to take part.

Development points identified for 23-24

- Increase the attendance of PP children and thus reduce the number of PP persistently absent (link to school improvement plan).
- Increase the number of PP children achieving the Good Level of Development at the end of EYFS, through swift and effective intervention.
- Narrow the gap between the number of PP and Non PP children achieving the Expected Standard in reading at the end of Key Stage 1.
- Increase the percentage of children achieving the Expected Standard in Reading, Writing and Maths at the end of Key Stage 2.
- Work with subject leaders to ensure all foundation subjects provide a progressive curriculum and identify further enrichment activities such as visits and speakers.

Externally provided programmes

Programme	Provider
Sounds Write Synthetic Phonics	Sounds Write
NFER assessments for reading, maths, spelling and grammar	NFER
WellComm Speech and Language Toolkit	GL Assessment
NELI	Nuffield
1st Class@Number	Every Child Counts
Jigsaw PSHE	Jan Lever Group
White Rose Maths	White Rose Maths
Ready Steady Write	Literacy Counts
Lightning Squad	Fisher Family Trust
Opening Worlds	Haringey Education Partnership
Mathletics	3P Learning
Numbots & Times Table Rock Stars	Maths Circle Ltd.