

Pupil premium strategy statement

This statement details our school's use of pupil premium academic year 2022 -2023 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	Greenvale Primary School
Number of pupils in school	R – 2 = 87 N – 2 = 105
Proportion (%) of pupil premium eligible pupils	R-2 = 45% N-2 = 43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Governing body/Amanda Allnutt
Pupil premium lead	Amanda Allnutt
Governor / Trustee lead	Giovanna Zeuli

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73405
Recovery premium funding allocation this academic year	£7685
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	£81090

Part A: Pupil premium strategy plan

Statement of Intent:

At Greenvale Primary School, we strive to ensure all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. We support all children to achieve their full potential wherever their individual strengths lie. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers’.

A high proportion of pupils come to us from disadvantaged backgrounds. Many of these pupils have additional barriers to learning such as SEMH, with some joining us from other schools and countries. In order to overcome these barriers, we aim to nurture and grow our pupils through our ‘6 Core Value for wellbeing’, recognising every child as a unique individual and part of our diverse school community.

Greenvale Primary School, will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are young carers. The targeted activities outlined in this statement are intended to support the needs of these pupils, regardless of whether they are disadvantaged or not.

In order to achieve the best education for our disadvantaged pupils, we aim to provide a stimulating and well-planned curriculum alongside high-quality teaching. We target our resources to those disadvantaged pupils to close any gaps as part of their education as well as part of the recovery curriculum. Exceptional teaching and teachers will have the biggest impact on attainment and progress of our disadvantaged pupils while those who are non-disadvantaged will benefit and sustain and improve their progress as well.

Our strategy is integral to the wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted are based on us knowing our pupils and our school while using research ideas that are proven to support those who need it the most. The key principles of our strategy are:

- High expectations for what our disadvantaged pupils can achieve*
- Use of evidence based interventions and targeted supported based on precise need*
- A whole school approach to ensuring our school vision supports outcomes of disadvantaged pupils*

We intend for all of our pupils to leave Greenvale as confident, resilient individuals who are inspired to learn and be the ‘best’ person they can possibly be.

Challenges

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

Challenge number	Detail of challenge
1	<p>Well-being for all pupils: A significant number of our pupils enter the school with social and emotional needs. Referrals by teachers and parents for support have markedly increased in the aftermath of the pandemic and lockdowns. The development of emotional and social maturity is important for all, especially the vulnerable and disadvantaged, including SEND.</p>
2	<p>Gaps in knowledge: levels of engagement in remote learning varied during the pandemic. As a result, our assessments and monitoring demonstrate that disadvantaged pupils are underperforming in writing and maths compared to their peers in year 2 and year 1. There are significant knowledge and skill gaps leading to pupils falling further behind age-related expectations.</p>
3	<p>Multiple barriers to learning: A large proportion of our disadvantaged pupils also have SEND. This includes cognition and learning, SEMH and communication and interaction difficulties, physical and sensory. Some pupils are also CIN/CP. Assessments demonstrate that in order to narrow gaps, interventions, external agencies and adapted planning are essential.</p>
4	<p>Communication and interaction: Pupils have significantly low starting points when entering Reception. Assessments, observations and discussions with pupils on entry to school indicate underdeveloped listening, concentration, oral language skills and vocabulary gaps.</p> <p>These gaps are more prevalent among our disadvantaged pupils.</p>
5	<p>Attendance: Disadvantaged pupils' attendance needs to be in line with non-disadvantaged pupils. Persistent absence is a challenge for a proportion of our disadvantaged pupils. Approximately 14% of disadvantaged pupils have 10% or above persistent absence compared to 8% of non-disadvantaged pupils. Our assessments and observations indicate that persistent absenteeism is negatively affecting disadvantaged pupils' progress.</p>

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
Improved pupil social, emotional and mental well-being for all pupils but particularly for the vulnerable and disadvantaged pupils	Sustained high levels of well-being demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Behaviour logs demonstrate a significant reduction in incidents as a result of better pupil self-regulation
Improved Maths, Reading, Writing progress and attainment for all year groups. The gap will be narrowed between disadvantaged pupils and their peers	Pupils will have made accelerated progress and be able to apply their acquired knowledge and skills to Maths and Writing narrowing the gap between disadvantaged and non-disadvantaged pupils Pupils will have a love of reading and be able to apply their learnt reading skills to everyday learning
Adapted planning, environmental organisation and interventions will impact on disadvantaged pupils with SEND to accelerate progress	Quality first teaching, adapted planning and evidenced interventions will ensure that skills are taught, revisited and applied for understanding and progress
To ensure that the whole staff team recognise the necessary skills to address language poverty through the delivery of Early Language programmes/intervention and specific teaching of vocabulary across the curriculum in Early years and KS1 to support language acquisition and wider comprehension	Assessment and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment in phonics and reading
Persistent absence will have improved and the percentage of disadvantaged pupils at 10% or above will have decreased	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 3.6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3% • Persistent absence will be reduced to be in line with National expectations

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted continuing professional development to secure quality first teaching across the school including phonics, reading, intervention training</i></p> <p><i>Rigorous monitoring ensures the staff have the skills and knowledge required to meet the needs of their pupils</i></p>	<p>Research show that high-quality CPD for teachers has a significant impact on pupils' learning outcomes (Education Policy Institute, Evidence review: The effects of high-quality professional development on teachers and students 2020)</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact (EEF, Teaching and learning toolkit, 2018)</p>	1,2,3
<p><i>Embedding of early morning reading, developing a pleasure for reading and being immersed in good quality stories and daily supported reading</i></p>	<p>Pupils have been identified as needing extra support through the 4 areas of reading throughout the school (R-2) in order to improve phonic knowledge, blending, fluency and comprehension. There is extensive evidence that phonics is an important component to developing early reading skills, particularly for pupils from disadvantaged backgrounds.</p> <p>Research emphasises that effective phonic techniques that are embedded in a rich literacy environment for early readers are part of a successful literacy strategy.</p>	2,3
<p><i>Inclusion Manager to support early interventions of identified needs and modelling strategies and provided tailored CPD for staff and guidance for parents</i></p> <p><i>Inclusion Manager to support teachers in</i></p>	<p>Early Interventions have a positive impact on low-income families and are effective in narrowing the attainment gap between disadvantaged pupils and their peers (EEF, teaching and learning toolkit, 2018)</p>	1,2,3

<p><i>planning personalised learning journeys for all SEND pupils and those eligible for PP funding. Reviewed by the Inclusion manager and regularly reviewed with parents</i></p>	<p>Although a focus on effective classroom teaching is the starting point, some pupils will require specialist support – including specific teaching methods, equipment, or curriculum – delivered by a trained professional either directly or in a consultancy role. (EEF, Special Educational Needs in mainstream Schools, 2020)</p>	
<p><i>EYFS staff team will continue to actively engage in the Nuffield Early Language Intervention alongside Book Talk and language rich environment which consistently promotes language development</i></p> <p><i>Embedding dialogic activities across the school curriculum. These can support pupils to articulate ideas, understand key vocabulary, consolidate understanding and extend vocabulary.</i></p> <p><i>We will purchase resources and fund ongoing teacher training and release time</i></p>	<p>There is a strong evidence base that suggests oral language interventions including the Nuffield Early Language intervention, high-quality class discussions, and book talk, are inexpensive to implement with high impact on reading and language. Oral language is key to a child’s development. (Early Language Development, 2017)</p> <p>Nuffield Early Intervention EEF (educationendowmentmentfoundation.org.uk)</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>The average impact of Oral language interventions is approximately 6 months’ progress over the course of a year. Studies also indicate an improvement in classroom climate and fewer behavioural issues following work on oral language</p> <p>This includes Infant Language Link an online package used to identify and support children with mild to moderate SLCN and those new to English. The assessment will also identify any children who may have more severe language needs, such as Developmental Language Disorder (DLD), so that these children can be considered for further investigations and diagnostic assessment with our independent Speech and Language professional.</p> <p>Our trained staff then provide planned and resourced interventions for a graduated approach for those pupils who need a little bit extra focussed individualised support.</p> <p>(EEF Toolkit strand Education Endowment Foundation EEF – July 2021)</p>	<p>2,3,4</p>
<p><i>Nurture Group Leader to lead on SEMH and</i></p>	<p>Improving Social and Emotional Learning is especially important for children from disadvantaged backgrounds and other vulnerable</p>	<p>1,3,5</p>

<p><i>mental well being through out the school</i></p> <p><i>Whole school CPD</i></p>	<p>groups, who, on average, have weaker SEL skills at all ages than their peers. Therefore, CPD for all teaching staff on how they can develop these skills in their everyday teaching practice is vital to avoid ‘crisis moments’ and to re-enforce the school’s value and ethos around the ‘6 R’s for well-being’ within the curriculum. (EEF Toolkit strand Education Endowment Foundation EEF – SEL August 2021)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 42600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Engaging with the National Tutoring Programme to provide</i></p>	<p>School led tutoring targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to One tuition EEF(educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit strand Education Endowment Foundation EEF</p>	<p>2,3</p>
<p><i>Targeted interventions run by TA/Teacher</i></p>	<p>Identifying the needs of all pupils and having specific targeted interventions for them in small groups will ensure that disadvantaged pupils will close the gap. These include, toe by toe, precision teaching, IDL (on line programme for LA pupils), extra phonics and reading groups including comprehension, Ready, Steady, Write, Write Dance, Alphabet Arc, lego therapy, Reading Eggs, Maths-seeds, Beam and sensory circuits</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,3,5</p>
<p><i>Nurture First Response run by Teacher</i></p>	<p>Use of the Boxall profile to identify and target specific needs of pupils SEMH needs particularly vulnerable pupils and disadvantaged pupils.</p>	<p>1,3,5</p>
<p><i>Reading interventions Run by Teacher and TA across the whole school</i></p>	<p>Evidence suggests that reading approaches, including comprehension, need to be tailored to the needs of the pupils’ current reading capabilities. Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches.</p>	<p>1,2,3</p>

	<p>We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>Through a whole school approach, pupils including disadvantaged pupils, can be grouped by the stage of reading they are at, regardless of year group. Each group can be tailor the needs of the pupils for more effective learning and progress. Evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions - July 2021</p>	
<p><i>Phonics interventions run by Teacher and TA across the whole school</i></p>	<p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home.</p> <p>Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>(EEF Toolkit strand Education Endowment Foundation EEF – July 2021)</p>	1,2,3

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

Budgeted cost: £ 14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Home School Link worker to support, alongside Senior Leaders to target PP pupils who are at risk of becoming persistent absentees</i></p> <p><i>Embedding principle of good practice set out in the DFE's Improving school attendance advice</i></p>	<p>Current data from the school shows that 14% of PP pupils compared to 10% of non PP pupils are persistent absentees. Previous strategies have shown that engagement of senior leaders at an early stage with parents has significantly improved attendance.</p> <p>The school monitors all attendance daily, weekly and also bi-weekly with Medway's attendance officer. The school is now improving swiftly following COVID-19 with an upward trend in attendance (see figures in HSLW file). This has been through consistent monitoring, attendance information sent out to parents at the beginning of each year and throughout, attendance rewards for pupils, weekly assemblies for celebration of good attendance, parental engagement including home visits, phone calls, attendance meetings with AASSA (Attendance Advisory Service For Schools and Academies) court warnings and fines.</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes</p>	1,3,5

	<p>including attendance and the important link that plays with academic progress.</p> <p>(EEF Toolkit strand Education Endowment Foundation EEF –2022)</p> <p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence, which helps to improve attendance and close the gap for disadvantaged pupils.</p>	
<p><i>Targeted parent workshops with a focus on how to support children’s academic and emotional development. Ensure PP parents are attending regularly.</i></p>	<p>Parental engagement sessions where the focus is on supporting pupils with their well being have had a strong turn out. Moderate improvements can then be seen in the progress they make. (EEF, Teaching and Learning toolkit, 2018)</p>	1,3,5
<p><i>Enrichment and extra-curricular activities, including access to a range of activities such as yoga, woodland club, lego club and dance that promote mental and physical health benefits</i></p>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sports clubs and other physical activities outside of school due to financial costs. By providing physical activities free of charge, schools give pupils access to benefits and opportunities and opportunities that might not otherwise be available to them. The wider benefits of physical development in terms of physical development, health and well being as well as other benefits such as improved attendance. (EEF Toolkit strand Education Endowment Foundation EEF – July 2021)</p>	1,5
<p><i>Breakfast club – available to all pupils, targeted at vulnerable and PP pupils (Free of charge to PP pupils)</i></p>	<p>Targeted particularly for those pupils who have been identified with poor attendance, vulnerable pupils including those with SEMH as well as enabling parents to have a choice for their children to attend. EEF trials demonstrate that Breakfast clubs have clear benefits for pupils. In addition to the positive attainment impact, it has also been found to both improve attendance and behaviour. Most importantly, it means that no child has to learn when they are hungry.</p> <p>(EEF Toolkit strand Education Endowment Foundation EEF – November 2019)</p>	1,2,5

Total budgeted cost: £ 81600

Part B: Review of outcomes in the previous academic year (2021 -2022)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

All staff undertook training during the year 2021-2022 for trauma and social and emotional learning, to ensure pupils were able to access the curriculum. Staff were able to incorporate learnt skills within their everyday teaching practice. This enabled pupils to access learning, as teachers were able to avoid 'crisis moments' by using the strategies and language they were taught. Nurture is key to enabling pupils with SEMH to learn strategies to deal with identified SEMH targets. The impact on the pupil's social and emotional well-being as well as the parent's who participated, has been evidenced in case studies and pupil/parent voice. As a school, we continue to re-inforce our schools values through the curriculum, PSHE and assemblies through our '6 R'S' for well-being. This will be continued as the school moves into Key Stage 2, as well as staff refresher training through staff meetings to ensure impact is continued as the school expands.

High quality CPD for reading and phonics has been a priority due to gaps in pupils' knowledge from COVID. The school has implemented extra targeted, daily reading sessions based around the pupils phonic level to boost reading and ensure understanding and application is embedded. Internal data has shown good progress from the pupils' low starting points following COVID. However, although this has had impact in fluency and understanding, this needs to continue to ensure that gaps continue to close rapidly over the next few years.

Implementation of early morning reading has ensured that pupils are heard regularly and blending and fluency have improved. Targeted pupils, who need extra practice with phonics in developing their early reading skills, have improved. This strategy has been implemented throughout the school. Continuing the intervention is vital to ensure these skills are now built upon and extended. Teachers reading to the pupils daily through a wide and varied range of good authors and texts has ensured they have been immersed in good quality stories to extend their vocabulary and language. Reading stories to the pupils' will continue.

Early interventions to support identified needs have been implemented throughout the year. The Inclusion Manager has worked with staff, families and pupils to ensure that gaps in knowledge and skills are bridged. This has included resources, outside specialists, strategies to ensure pupils are able to focus on learning and access at their level, and if needed tailored provision. Teachers not only focus on supporting pupils with interventions, but have also adapted the curriculum where necessary. This ensured access to all groups, keeping high expectations and challenges in place. The impact has been engagement of the pupils and our internal data shows good progress from their low starting points.

The school's family liaison officer works with parents, many of whom are from low income families. This has helped immensely with parents feeling safe and supported, she helps not only with family issues but also with their children who may well need not just need academic support, but also emotional and social support. It has given parents the confidence to ask for help with their children, which for many, is difficult. Our school surveys have shown the positive impact of such support.

Attendance plays a key role in pupils' progress in education therefore the school has a major focus on this area. The school family liaison office meets every two weeks with Medway AASSA (Attendance Advisory Service For Schools and academies). This ensures that parents understand the role they play in supporting their children's learning and how low attendance can affect their education. The relationship between the school and parents is good (evidence seen in parent view, engagement in activities within school including parents evening) and their crucial role in supporting their children's education. This includes being aware that poor attendance can have an impact on children's learning. Therefore, although attendance is rising, this strategy needs to continue to ensure that new parents and persistent absentees are informed of the consequences of their children not attending school.

Enrichment and extra-curricular activities have been implemented. This has allowed all pupils to access opportunities not always available to them. These clubs were free and accessible to all pupils. Disadvantaged pupils were targeted to ensure that the benefits that come from participating in clubs both physically and mentally, were maximised. Pupil voice showed that pupils enjoyed and looked forward to their after school club. These clubs will continue and may change depending on pupil interest and teacher expertise.

Breakfast club is free for all disadvantaged pupils. Other pupils pay a small fee of £2.50 as the school subsidise any further costs. Pupils with poor attendance, lack of engagement, school avoidance or those pupils the school recognises with SEMH are targeted, to ensure that their day begins in a nurturing way with a healthy breakfast. Parents have fully participated in breakfast club when approached by the school with the offer of help with their child. They have commented on the difference it has made to their home life in the morning and their child's confidence and well-being in school. In some cases attendance has risen (see case studies). This will continue as the school grows bigger, as the impact on well-being and involvement for many pupils has been immense.

Over the past year, Nurture (Robins) has run full time. The intervention had a group of 12 pupils maximum, who were targeted for the SEMH needs via a Boxall assessment. The intervention was fluid to enable pupils who were at most risk from trauma as well those with SEMH could be targeted. The majority of pupils in the Nurture class were from disadvantaged backgrounds as research by EEF has identified. Nurture provided these pupils with the SEL skills needed in order for them to access learning (see case studies for progress). Nurture will continue but within the Reception class as these pupils have been identified with low PSED skills

Nuffield was delivered to all identified pupils in Reception over the last year. The impact in their oral language development and reading was seen in their end of year results. Their understanding and communication improved and those who did not make the progress were identified and considered for further investigation and diagnostic assessment with our independent speech and language professional.

Behaviour improved as pupils were able to express how they feel in a more articulate way although sometimes this required the support of the teacher. The planned curriculum ensured that the environment was language rich and included high quality class discussion with new and varied vocabulary as well as book talk. This has ensured that pupils were immersed in modelled language, which is key to a pupil's oral language development. Nuffield will continue over the next year.

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
<p>Speech and Language Therapist attends the school weekly to support pupils with their speech, language and communication. This is bought by the school independently. Additional interventions are carried out by a trained Speech and Language TA. Reports are written with Key targets for pupils to work on and reports are shared with class teacher and parent. (These will be continued)</p>	<p>Speech 4 School</p>
<p>OT specialist attends the school weekly to support pupils with identified OT or those who need to be diagnosed. This is bought by the school independently. Additional interventions from pupils reports are carried out by trained TA's and whole class where it is deemed beneficial to the majority of pupils. Reports are written with key targets for pupils to work on and reports are shared with class teacher and parent. (This will continue)</p>	<p>Simon Worthington</p>

Further information (optional)

Over the year, the number of disadvantaged pupils increased due to family challenges and loss of jobs. This has had an impact on parents emotionally which in turn has affected a percentage of our pupils.