

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 | Greenvale Primary School |
| Number of pupils in school | R – 2 = 116 N – 2 = 146 |
| Proportion (%) of pupil premium eligible pupils | R-2 = 46% N-2 = 42% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| 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 | £71000 |
| Recovery premium funding allocation this academic year | £8600 |
| 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 | £79600 |

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 Values', 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 and 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 needed.</p> |
| 4 | <p>Communication and interaction: Pupils have significantly lower 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 38% of disadvantaged pupils have 10% or above persistent absence compared to 37% 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 |
| 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>Introduction 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>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>Inclusion Manager to support teachers in 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 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 mental well being through out the school</i></p> <p><i>Whole school CPD</i></p> | <p>Improving Social and Emotional Learning is especially important for children from disadvantaged backgrounds and other vulnerable 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> | <p>1,3,5</p> |
|--|---|--------------|

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

Budgeted cost: £ 41600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Engaging with the National Tutoring Programme to provide</i></p> | <p>Tuition 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 Group run by Teacher and HLTA</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</i></p> | <p>Evidence suggests that reading approaches, including comprehension, need to be tailored to the needs of the pupils’</p> | <p>1,2,3</p> |

| | | |
|---|--|--------------|
| <p><i>Run by Teacher and TA across the whole school</i></p> | <p>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>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> | <p>1,2,3</p> |

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

Budgeted cost: £ 13000

| 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</i></p> | <p>Current data from the school shows that 38% of PP pupils compared to 37% 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>COVID-19 has had a major impact on the school's attendance and persistent absence figures. 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</p> | <p>1,3,5</p> |

| | | |
|---|--|-------|
| <p><u>Improving school attendance advice</u></p> | <p>including home visits, phone calls, attendance meetings with AASSA (Attendance Advisory Service For Schools and Academies) court warnings and fines. A major contributing factor is that COVID-19 cases within the school have now dropped dramatically compared to the beginning of the School year in 2021.</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with academic outcomes 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 trails 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: £ 79600

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.

Due to COVID-19, performance measures have not been published for 2020 – 2021, and 2020-2021 results will not be used to hold schools to account.

During COVID 19, parents and pupils had access to Remote Learning. However, a significant amount of pupils were unable to access learning this way due to lack of devices within their household to share amongst their siblings. Therefore, the school prepared packs of work with equipment for parents to collect (around 85% of pupils accessed learning this way). The school also provided reading books and library books for the pupils to access throughout school closure. We dropped off packs to parents who could not get to the school, and called each parent regularly and spoke to the pupils about their learning. Parents were able to send via email (photographs of the work) or return by hand the pack of work. Teachers were then able to mark and give feedback. Not all of our pupils could access the work due to a number of reasons such as family difficulties, lack of parental involvement for understanding, a lack of priority on the work and other areas of need. Our assessment of the reasons for these outcomes points primarily to COVID-19 impact, which disrupted all our subject areas to varying degrees.

Therefore, our internal data for 2020/2021 suggests that the performance of disadvantaged pupils was lower than expected in key areas of the curriculum. As evidenced in schools across the country, school closure was most detrimental for our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of closure, where we provided online learning resources, laptops (where possible) and food hampers as well as emotional support and targeting of disadvantaged pupils and bringing them into school even when they were not deemed vulnerable.

COVID-19 lockdowns has had an impact on behaviour, attendance and wellbeing for disadvantaged pupils and we did not make the progress in those areas that we would have wanted to.

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> |
| <p>Play therapist attends once a week to provide support to pupils to help them work through challenges or difficult life situations. This provides pupils with the opportunity to reflect and process feelings and thoughts at their own pace (This will be continued)</p> | <p>LH Play therapist</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 % of our pupils.