



Greenvale Primary School - Pupil Premium Strategy Statement – 2020-21

The government continues to provide funding targeted at addressing underlying inequalities and aiming to tackle the disadvantages that some children experience in life. As a school we use the money carefully to ensure that our vulnerable children achieve the best support possible. Our OFSTED inspection in June 2017 stated that, *‘Disadvantaged pupils are making good progress from their starting points, in some cases doing better than other pupils. The pupil premium grant is used effectively to support this progress’*

Due to prolonged absence from school (COVID 19), the current Year 1 and 2 cohort have a significantly low baseline with only the following numbers of PP pupils in Key Stage 1 on track to meet National Expectations:

| Whole cohort Year 2 Sept 2020 | | | PP cohort Year 2 Sept 2020 | | | Whole cohort Year 1 Sept 2020 | | | PP cohort Year 1 Sept 2020 | | |
|----------------------------------|------|-----|-------------------------------|------|-----|----------------------------------|------|----|-------------------------------|------|-----|
| Reading | 3/57 | 5% | Reading | 3/21 | 14% | Reading | 5/54 | 9% | Reading | 5/23 | 22% |
| Writing | 3/57 | 5% | Writing | 3/21 | 14% | Writing | 4/54 | 7% | Writing | 4/23 | 17% |
| Maths | 6/57 | 11% | Maths | 6/21 | 29% | Maths | 5/54 | 9% | Maths | 5/23 | 22% |

| Greenvale Primary School | | |
|---|--|--|
| ACADEMIC YEAR 2020 - 2021 | TOTAL PP BUDGET £72,000 | Date of Most Recent PP Review September 2020 |
| Total Number of Pupils 142(R – 2) 25 (Nursery) | Number of Pupils Eligible for PP (whole school) 62 pupils = 36% | Dates of Next Internal Review of this Strategy November 2020 (Reception cohort) January 2021, April 2021, July 2021 |



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Barriers to Future Attainment: (Current Year groups and Whole School)

| In school barriers as identified for 2020-2021 | |
|---|--|
| YR (10/29) | Social and Emotional development, communication skills, gross and fine motor control. Focussed interventions are required for communication skills including speaking and listening |
| Y1(24/57) 8 children are on the SEND register / 1 child are EAL / 3 EHCP | Due to the prolonged absence of pupils (COVID 19) the attainment gap is wide in all three key areas (Reading, Writing and Maths), particularly reading and writing. Focussed interventions are required to accelerate progress and narrow the attainment gap particularly for the SEN pupils and pupils with identified SEMH/language development needs. Attention and listening skills are also key in this year group. |
| Y2 (21) 9 children are on the SEND register / 4 children are EAL / 1 EHCP | Half the pupils are SEN - targeted intervention is required for academic improvement to accelerate progress. The attainment gap is wide in all three key areas (particularly Reading and Writing) Focus on reading development and writing. Focussed interventions are required to engage pupils' long term memory of taught skills so that they are able to reapply and embed new skills. Pupils in this year group will also need to be able to regain listening and focusing skills due to prolonged absence from school. |
| Whole School A. | Raise standards through rapid progress to achieve National expectations. <i>(particularly gross and fine motor skills related to writing, phonics and reading)</i> |
| Whole School B. | Develop learning opportunities for all vulnerable pupils particularly SEN and pupils with communication difficulties through a broad, rich and balanced curriculum including opportunities for speaking and listening |
| Whole School C. | Social and emotional support through targeted therapies, interventions <i>(Low levels of wellbeing/high incidence of SEMH needs amongst PP alongside SEN impacts on confidence and self-esteem. This in turn can inhibit the ability to thrive in class)</i> |
| External barriers as identified for 2020-2021 | |
| D. | COVID 19 Related symptoms and self-isolation <i>(core skills including speaking and listening skills through missed schooling create gaps in learning)</i> |
| E. | Attendance and punctuality <i>(attendance of PP pupils is lower than non PP pupils)</i> |



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| OUTCOMES | | |
|------------------|---|---|
| Desired Outcomes | | Success Criteria |
| YR | 1.The well-being and involvement of PP children is given a high priority to ensure 'readiness to learn' 2. Improved expressive and receptive language 3. Improved gross motor skills | By the end of EYFS, pupils entitled to Pupil Premium make good or better progress from their starting points or exceed expectations as a result of making rapid progress. |
| Y1 | Timely and effective interventions ensure PP/SEN children make progress in line with or better than non-PP/other vulnerable groups | Children in receipt of PP funding make expected or better progress to close the gap with their non-PP peers. SEN pupils make good or better progress to close the gap against other vulnerable groups SEMH boxall will show good or better progress in pupils accessibility to learning External recommendations for SEN pupils will have improved pupils progress academically with the use of resources and adapting teaching accordingly Curriculum will be accessible to all pupils particularly those with SEN |
| Y2 | Timely and effective support for all PP children and in particular those with additional needs | Children in receipt of PP funding make expected or better progress to close the gap with their non-PP peers. SEN pupils make good or better progress to close the gap against other vulnerable groups SEMH boxall will show good or better progress in pupils accessibility to learning External recommendations for SEN pupils will have improved pupils progress academically with the use of resources and adapting teaching accordingly Curriculum will be accessible to all pupils particularly those with SEN |
| A. | Children are supported through timely intervention programmes and quality first teaching to achieve rapid and sustained progress in writing in order to close the gap to reach age related expectations | The majority of children will make accelerated progress from their September baseline following COVID 19 school closure absence |



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| OUTCOMES | |
|--|---|
| Desired Outcomes | Success Criteria |
| <p>B.</p> <p>1. Improved expressive and receptive language YrR</p> <p>2. Improved ability to orally rehearse what they want to write YrR-2</p> <p>3. Specific and targeted interventions YR-2</p> | <p>1.Children making above expected progress in 3 areas of Communication and Language Improved progress using Speech and Language link assessments Language rich environment/curriculum gives access to all vulnerable groups Less children recorded as SEN for SALT needs in Yr1 and then Yr2</p> <p>2. Children are more confident writers Children can say what they want to write before putting pencil to paper Higher percentage of children in each class make expected / above expected progress so more children eligible for PP meet age related expectations curriculum will be accessible to all children</p> <p>3. Reduction in SALT support for children in Yr1 and 2 through effective interventions monitored by Inclusion manager and altered according to the needs of the children. Improved interventions that have impact on progress to plug any gaps in learning Targeted support for SEN pupils and provision mapping will have ensured good or better progress Learning opportunities will mean that all vulnerable groups are able to access their learning at their level of understanding</p> |
| <p>C.</p> <p>Low levels of wellbeing/high incidence of SEMH needs amongst PP children impacts on confidence and self-esteem. This in turn can inhibit the ability to thrive in class.</p> | <p>Children’s levels of wellbeing and involvement increase in class Inclusion team plan appropriate activities to support children where there are barriers The inclusion team are fully equipped to plan a range of interventions – training and resources Nurture group will be identifying and catering for the needs of children with SEMH Curriculum caters for the needs of all vulnerable groups and embeds the ‘6’ Rs</p> |



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| OUTCOMES | | |
|------------------|---|--|
| Desired Outcomes | Success Criteria | |
| D. | <p>Increased engagement of parents through targeted support groups including the majority of parents of pupil premium children to ensure that children have access to learning wherever they are:</p> | <p>Parents feel comfortable to come into the school environment. Parents are better equipped to support their children in school.</p> <p>Raised parental aspirations for their children.</p> <p>Signposting parents for additional support will have a positive impact on their own wellbeing</p> |
| E. | <p>Increase the attendance rates and punctuality of all children. Improve low level disruption</p> | <p>Fewer children including pupil premium children are persistent absentees Attendance for all vulnerable groups of children increases to 96+%</p> <p>The number of unauthorised absences for disadvantaged children Decreases</p> <p>In-school gap between non-disadvantaged / disadvantaged closes</p> <p>Parents will fully understand the impact of non-attendance/lateness</p> <p>Low level disruption will have improved through staff adhering to the behaviour for learning policy</p> |



Greenvale Primary School - Pupil Premium

| Planned expenditure | | | | |
|---|--|--|---|---|
| Academic Year 2020 - 2021 | | | | |
| Desired Outcomes | Actions | Evidence & Rational | How will you ensure it is implemented well? | Estimated Costings: <i>(A proportion of these costings will be taken from the PP budget)</i> |
| <p>YR</p> <p>1. The well-being and involvement of PP children is given a high priority to ensure 'readiness to learn'</p> <p>2. Improved expressive and receptive language</p> <p>3. Improved gross motor skills</p> | <p>Development Matters assessments/observations Development of the environment SEMH trained staff to work with individuals Staff Lead : JW/AA</p> <p>Development matters assessments Speech and Language link assessments GRL for EAL pupils Use of Communicate In Print Speaking and listening activities (via speech link) Staff Lead : JW/FD</p> <p>BEAM physical program to be followed Bike ability – physical programmes Staff Lead : JW/LP</p> | <p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.</p> <p>EEF Toolkit states that studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.</p> <p>Research has shown that co-ordination and balance are necessary for children to develop classroom skills, such as the ability to sit, to concentrate and listen, eye contact and tracking, as well as hand-to-eye co-ordination</p> | <p>Termly pupil progress meetings to track and identify individuals and groups to set key actions. Pupils behaviour and SEMH will be supported which will impact on low levels of disruption</p> <p>Termly pupil progress meetings that use a range of language audits to track and identify individuals and groups to set key actions. Maintaining standards for interventions including SaLT through monitoring by the Inclusion lead and SLT. Use of screener tool in Early Years to direct additional targeted teaching to enable readiness for national curriculum.</p> <p>Teachers/TAs are accessing relevant training which will impact on their regular practice. Inclusion manager will observe and alter interventions outlined by OT according to identified needs of pupils</p> | <p>Extra TA kept for S&L</p> <p>GR4L training</p> <p>SpeechLink assessment tool</p> <p>CiP cost for resources</p> <p>Additional TA hours specifically for speech and language intervention</p> <p>Greenacre Sports package for YR</p> |
| Review: | | | | |



Greenvale Primary School - Pupil Premium

| Planned expenditure | | | | |
|---|---|---|---|---|
| Academic Year 2020 - 2021 | | | | |
| Desired Outcomes | Actions | Evidence & Rational | How will you ensure it is implemented well? | Estimated Costings: <small>(A proportion of these costings will be taken from the PP budget)</small> |
| Y1 Timely and effective interventions ensure PP/SEN children make progress in line with or better than non-PP/other vulnerable groups | <p>Rigorous assessment supported by tests and ongoing assessment to support improved retention of learning</p> <p>Progress and attainment records/provision maps and Boxall profiles are updated and monitored regularly</p> <p>Feedback is given daily (either written or verbal)</p> <p>Deployment of TA support is based on assessment outcomes</p> <p>Training for staff for effective interventions and expected outcomes based on gap analysis</p> <p>Through liaison with Inclusion Manager, all external reports are followed and recommendations followed</p> <p>Development of 'SEMH/SEN' intervention room with a sensory approach with a trained teacher</p> <p>Staff Leads : AA (Head) LP (Deputy)JD (Inclusion Manager) SW (Maths) AW (English)</p> | <p>Key Teachers/TAs are accessing relevant training which will impact on their regular practice. Inclusion manager will observe and alter interventions according to identified needs of pupils</p> <p>Feedback and precise next steps are an effective strategy for improved attainment</p> <p>EEF Toolkit suggests high quality feedback is an effective way to improve attainment and is suitable as a whole school approach</p> | <p>Ensures that interventions for vulnerable groups, are taught by outstanding practitioners and learning gaps are closed.</p> <p>Termly pupil progress meetings to track and identify individuals and groups to set key actions.</p> <p>Maintaining standards for interventions including SaLT through monitoring by the Inclusion lead and SLT.</p> | <p>Proportion of HLTA/TA support for intervention</p> <p>Training for Boxalling</p> <p>Nurture Teacher and TA salary</p> <p>Equipment</p> <p>Play Therapist</p> |
| Review: | | | | |



Greenvale Primary School - Pupil Premium

| Planned expenditure | | | | |
|---|---|---|--|--|
| Academic Year 2020 - 2021 | | | | |
| Desired Outcomes | Actions | Evidence & Rational | How will you ensure it is implemented well? | Estimated Costings: <i>(A proportion of these costings will be taken from the PP budget)</i> |
| Y2 Timely and effective support for all PP children and in particular those with additional needs | <p>Rigorous assessment supported by tests and ongoing assessment to support improved retention of learning</p> <p>Progress and attainment records/provision maps and Boxall profiles are updated and monitored regularly</p> <p>Feedback is given daily (either written or verbal)</p> <p>Deployment of TA support is based on assessment outcomes</p> <p>Training for staff for effective interventions and expected outcomes based on gap analysis</p> <p>Through liaison with Inclusion Manager, all external reports are followed and recommendations followed</p> <p>Development of 'SEMH/SEN' intervention room with a sensory approach with a trained teacher</p> <p>Staff Leads : AA (Head) LP (Deputy)FD (Inclusion Manager) SW (Maths) AW (English)</p> | <p>Key Teachers/TAs are accessing relevant training which will impact on their regular practice. Inclusion manager will observe and alter interventions according to identified needs of pupils</p> <p>Feedback and precise next steps are an effective strategy for improved attainment</p> <p>EEF Toolkit suggests high quality feedback is an effective way to improve attainment and is suitable as a whole school approach</p> | <p>Ensure that interventions for vulnerable groups, are taught by outstanding practitioners and learning gaps are closed.</p> <p>Termly pupil progress meetings to track and identify individuals and groups to set key actions.</p> <p>Maintaining standards for interventions including SaLT through monitoring by the Inclusion lead and SLT.</p> | <p>Proportion of HLTA/TA support for intervention</p> <p>Play Therapist</p> <p>Sensory equipment</p> |
| Review: | | | | |



Greenvale Primary School - Pupil Premium

| Planned expenditure | | | | |
|--|--|---|---|--|
| Academic Year 2020 - 2021 | | | | |
| Desired Outcomes | Actions | Evidence & Rational | How will you ensure it is implemented well? | Estimated Costings: <small>(A proportion of these costings will be taken from the PP budget)</small> |
| <p>A. Children are supported through timely intervention programmes and quality first teaching to achieve rapid and sustained progress in reading and writing in order to close the gap to reach age related expectations</p> | <p>Assessment data (tracking of this sub-group) updated and monitored regularly</p> <p>Daily feedback for improvement (pupils' work)</p> <p>Interventions are targeted on specific fine motor skill gaps</p> <p>Lexia reading intervention</p> <p>Sounds write training package</p> <p>Individual reading increased</p> <p>Staff Leads : AA (Head) LP (Deputy)FD (Inclusion Manager) SW (Maths) AW (English)</p> | <p>EEF Toolkit suggests high quality feedback is an effective way to improve attainment and is suitable as a whole school approach</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils can be effective.</p> | <p>All children get the best provision possible within the classroom for Reading, Writing and Maths. Teaching is rapidly improving and children are receiving at least good teaching consistently across the school.</p> <p>Ensure that interventions for vulnerable groups, are taught by outstanding practitioners and learning gaps are closed.</p> <p>Key Teachers/TAs are accessing relevant training which will impact on their regular practice. Inclusion manager will observe and alter interventions according to identified needs of pupils</p> <p>Termly pupil progress meetings to track and identify individuals and groups to set key actions.</p> | <p>Lexia program</p> <p>SoundsWrite package and associated reading books</p> <p>SoundsWrite training</p> |
| Review: | | | | |



Greenvale Primary School - Pupil Premium

| Planned expenditure | | | | |
|---|--|--|--|---|
| Academic Year 2020 - 2021 | | | | |
| Desired Outcomes | Actions | Evidence & Rational | How will you ensure it is implemented well? | Estimated Costings: <i>(A proportion of these costings will be taken from the PP budget)</i> |
| B. 1. Improved expressive and receptive language YrR 2. Improved ability to orally rehearse what they want to write YrR-2 3. Specific and targeted interventions YR-2 | <p>Assessment data (Development matters assessments, Speech and Language link assessments) and tracking of this sub-group updated and monitored regularly Communicate In Print Engaging and language rich curriculum tailored to the pupils needs</p> <p>Development matters assessments, Formative writing records and Key objective tracker Yr1-2 are used to Track attainment (summative to measure progress) YrR-2</p> <p>Planning for accessible learning opportunities through a broad, rich and balanced curriculum</p> <p>Through liaison with Inclusion Manager, all external reports and Speech & Language reports are followed and recommendations followed Inclusion manager observations support QFT</p> <p>Interventions monitored for impacted through O track</p> <p>SEN targeted interventions for specific speech and language and learning identified needs</p> <p>Learning opportunities tailored to suit the needs of all vulnerable groups Staff Leads : AA (Head) LP (Deputy)FD (Inclusion Manager)</p> | <p>EEF Toolkit states that studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension.</p> <p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.</p> | <p>Ensure that interventions for vulnerable groups, are taught by outstanding practitioners and learning gaps are closed.</p> <p>Key Teachers/TAs are accessing relevant training which will impact on their regular practice. Inclusion manager will observe and alter interventions according to identified needs of pupils</p> <p>Feedback and precise next steps is an effective strategy for improved attainment</p> <p>Planning for SEN needs and PP pupils to ensure the curriculum is accessible</p> <p>Focus group teaching is known to have dramatic effect on the attainment and progress of children.</p> <p>Screen tracking group for receptive & expressive language skills (Speech Link/Language Link)</p> <p>Use GRL with groups of EAL children to support acquisition of language skills</p> | <p>Speech & Language Link licences</p> <p>SALT provision</p> <p>Additional TA hours specifically for speech and language intervention</p> |
| Review: | | | | |



Greenvale Primary School - Pupil Premium

| Planned expenditure | | | | |
|---|--|---|--|---|
| Academic Year 2020 - 2021 | | | | |
| Desired Outcomes | Actions | Evidence & Rational | How will you ensure it is implemented well? | Estimated Costings: <small>(A proportion of these costings will be taken from the PP budget)</small> |
| <p>C. Low levels of wellbeing/high incidence of SEMH needs amongst PP children impacts on confidence and self-esteem. This in turn can inhibit the ability to thrive in class.</p> | <p>Observations by Inclusion manager and Nurture teacher Boxall Profile assessments carried out Early Help records Therapeutic intervention programmes eg play therapy/anger management / social stories PSHE in class and assemblies Curriculum development and '6' Rs</p> <p>Staff Leads : AA (Head) LP (Deputy)FD (Inclusion Manager)</p> | <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils can be effective.</p> <p>When necessary or appropriate we work with families to address particular concerns or issues. This is completed through Nurture and HSSW</p> <p>Behaviour Mentor is available to deal with daily issues that arise within families and has regular meetings with groups/individual children</p> | <p>Support for complex PP families and pupils to reduce the impact of low self-esteem and well-being.</p> <p>TA and Nurture teacher for 'Robins' Nurture groups for years 1 and 2</p> <p>Behaviour/wellbeing mentor for pupils (Nurture Trained)</p> <p>Continued training for staff in managing children with SEMH needs.</p> <p>Termly Pupil Progress meetings</p> | <p>SEMH HLTA for Y1</p> <p>Extra TA kept for Y1</p> <p>Training needs for staff</p> |
| Review: | | | | |



Greenvale Primary School - Pupil Premium

| Planned expenditure | | | | |
|---|---|--|--|---|
| Academic Year 2020 - 2021 | | | | |
| Desired Outcomes | Actions | Evidence & Rational | How will you ensure it is implemented well? | Estimated Costings: <small>(A proportion of these costings will be taken from the PP budget)</small> |
| D. Increased engagement of parents through targeted support groups including the majority of parents of pupil premium children to ensure that children have access to learning wherever they are: | On line learning available 2 week packages of skill based work for self isolation Increased parent / teacher contact for prolonged absence Inclusion to create SEN specific packages where necessary Sign posting where necessary through HSLW Staff Leads : AA (Head) LP (Deputy)FD (Inclusion Manager) MH (HSSW) | Children attend school regularly to support their academic progress and also their social understanding of the world. Parents have regular meetings with HSSW if necessary including making home visits where appropriate | Children attend school regularly to support their academic progress and also their social understanding of the world. Parents have regular meetings with HSLW if necessary including making home visits where appropriate | Salary for HSSW AAP services |
| Review: | | | | |



Greenvale Primary School - Pupil Premium

| Planned expenditure | | | | |
|--|---|---|--|---|
| Academic Year 2020 - 2021 | | | | |
| Desired Outcomes | Actions | Evidence & Rational | How will you ensure it is implemented well? | Estimated Costings: <small>(A proportion of these costings will be taken from the PP budget)</small> |
| E. Increase the attendance rates and punctuality of all children. Improve low level disruption | Outcomes of attendance initiatives Attendance data to be regularly monitored and actioned Early Help / ChiN/CP for focus families Attendance meetings with parents (virtually or over the phone due to COVID 19) ABC records completed and actioned Breakfast club to be offered to vulnerable families Staff Leads : AA (Head) LP (Deputy)FD (Inclusion Manager) MH (HSSW) | Children attend school regularly to support their academic progress and also their social understanding of the world. Parents have regular meetings with HSSW if necessary including making home visits where appropriate Attendance tracking shows the gap is narrowing Breakfast club enables pupils to develop social skills and avoids conflict when coming into school for some pupils as it enables them to adjust to school earlier. For other pupils attendance improves | Follow the LA attendance programme to improve attendance for all. Regular attendance meetings to be held (AA/MH/LP) and targeted families identified. Support from HSSW Breakfast club targeted at pupils with poor attendance and those pupils who often have difficulty settling in school | Breakfast Club |
| Review: | | | | |