Pupil premium strategy statement – Greenvale Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	148 R - 4
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Amanda Allnutt
Pupil premium lead	Amanda Allnutt
Governor / Trustee lead	Giovanna Zeuli

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82680
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*	£82680

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	**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.
2	**Improved oral language skills, communication skills and vocabulary among disadvantaged pupils:** Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	**Improve phonics and reading:** Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class in the last 5 years, between 70 -75% of our disadvantaged pupils arrive below age-related expectations compared to 35-40% of other pupils. This gap narrows but remains significant moving into Key Stage 2.
4	**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.
5	**Attendance:** Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 7-10% lower than for non-disadvantaged pupils. Approximately 65%-73% of disadvantaged pupils have been 'persistently absent' compared to 29%-35% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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: • 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
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 KS1/2 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
Provide high quality insight and advice to enable teachers to develop excellent practice in teaching reading through systematic synthetic phonics and early language, and encouraging a love of reading among pupils.	Assessment and observations indicate significantly improved phonic outcomes. This is evident through training and end of year assessment in year 1. Reading and Early language will have developed in line with National and the gap between disadvantaged and non-disadvantaged will have narrowed.
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
Persistent absence will have improved and the percentage of disadvantaged pupils at 10% will have decreased	Sustained high attendance demonstrated by: • 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *50000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_ Learning in Primary Schools	EEF Metacognition and self-regulation approaches have consistently high levels of impact (EEF, Teaching and learning toolkit, 2018)	1
Embed the Zones of Regulation with each member of staff to enable teaching to class	The Zones of Regulation is a social-emotional learning framework and curriculum developed over 15 years of research and practice. Based in research theory and practices, and has demonstrated positive outcomes for learners. https://www.nhsborders.scot.nhs.uk/media/1001858/Zones-of-Regulation.pdf https://zonesofregulation.com/	1
EYFS staff team will continue to actively engage in the Nuffield Early Language Intervention alongside Book Talk and language rich environment	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)	2,3,4

which consistently promotes language development	Nuffield Early Intervention | EEF (educationendowmentmentfoundation.org.uk)	
	Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate ideas, understand key vocabulary, consolidate understanding and extend vocabulary.	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	
	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.	
We will purchase resources and fund ongoing teacher training and release time	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.	
	(EEF | Toolkit strand | Education Endowment Foundation | EEF – July 2021)	
Embed Sounds write phonic scheme

CPD for whole school

Link reading to phonics including reading books.

Continue to embed a love of reading throughout the whole school with good quality stories and daily reading | Following Ofsted, identified area of CPD for all staff was sounds write training. The Literacy Hub are involved in the school to continue to help develop and improve phonics in key stage one.

All reading books are linked with their phonics learnt and sent home.

Pupils have been identified as needing extra support through the 4 areas of reading throughout the school (R-4) 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.

Research emphasises that effective phonic techniques that are embedded in a rich literacy environment for early readers are part of a successful literacy strategy. | 2,3,4 |

Inclusion Manager to support early interventions of identified needs and modelling strategies and provided tailored CPD for staff and guidance for parents 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	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) 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)	2,3,4
Embed DfE new strategy for attendance to ensure school is in line with expectations CPD for attendance officer and support from Medway APP	https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf The most effective schools consistently promote the benefits of good attendance at school and make schools a place pupils want to be, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance. Online training via DfE available and booked	1,5

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

Budgeted cost: £ *20000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics	Teaching and Learning Toolkit	EEF	3
improve listening, narrative and vocabulary skills for all pupils including disadvantaged pupils who have relatively weak spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Continue with use of speech link to identify pupils areas of need across the school. Providing whole class and small group interventions where needed. Utilise the curriculum to develop key vocabulary, sentence structure and understanding of instructions and oral comprehension Oral language interventions	Teaching and Learning Toolkit	EEF	2,4
Develop Nurture into specific groups to cater for different neuro diverse needs	Nurture enables teachers to identify, understand, and address pupils' needs with the right support. It helps schools to improve attendance, behaviour and attainment, and reduce exclusions. The nurturing approach to education offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, and to develop their resilience and self-confidence. https://www.nurtureuk.org/what-is-nurture/	1
Ensure parents are targeted and interventions put	Good attendance is a learned behaviour, and the most effective schools recognise the importance of developing good patterns of attendance from the outset. Schools that have	1,5

	good attendance recognise that it is not a discrete piece of work but rather it is an integral part of the school's ethos and culture. In building a culture of good school attendance. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance	
in place where necessary

Staff to continue to have the knowledge and understanding of how attendance affects academic levels and SEMH | | |

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

Budgeted cost: £ 12680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects:

Behaviour interventions | Teaching and Learning Toolkit | EEF | 4 |
| Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.

This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond | All |

	quickly to needs that have not yet been identified.	

Total budgeted cost: £82680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.
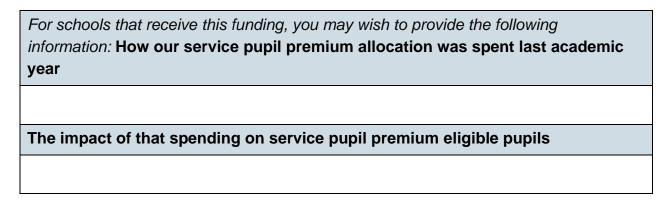
If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.