



Pupil Premium (PP) Spending Strategy 2020-2023

Summary of Information for 2020-2021

Total number of pupils: 204

Number of pupils eligible for Pupil Premium/Pupil Premium+: 19 (11 PP; 8PP+)

Total Pupil Premium Budget: £26,180

Amount of Pupil Premium per child: PP £1345; PP+ £2345

Strategy aims for disadvantaged pupils 2020-2021

Measure	Activity
Priority 1	To ensure all staff engage in sustained subject specific professional development so that we are delivering Quality First teaching
Priority 2	To develop the teaching of Reading and Phonics to enable all children to read confidently and fluently
Priority 3	To meet the social, emotional and mental health needs of all pupils across school
Projected spending	£26,180



Barriers to Future Attainment (for pupils eligible for PP/PP+, including high ability)

In-School Barriers (issues to be addressed in school, such as poor oral language skills)	
A	A significant proportion of the PP children at Greysbrooke either have SEND (5/18 28%) or are working below age expectations in core subjects (22%). (50% of all PP children)
B	Social-emotional and behavioural mental health issues
C	Lower levels of basic skills, including speech and language, identified on entry to school
External Barriers	
D	Reduced access to learning support/opportunities out of school, including parental levels of education and access to learning materials
E	Reduced opportunity/financial resources for extra-curricular & enrichment activities such as music tuition, ICT equipment, visits and residential trips
F	Lack of aspiration



Planned Expenditure 2020-2021

Financial Year		2020-2021				
<p>The three headings below enable Greysbrooke Primary School to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies based on the 'three tier approach' suggested by the EEF.</p>						
<p>1. Quality of Teaching for All.</p>						
Aim	Provision	Rationale	Expected outcome	Staff Lead	Cost	Impact
To improve Quality First Teaching across the school	Established monitoring and CPD cycle to provide staff with support, feedback and training that will enable QFT throughout whole school and across the curriculum	Improving the quality of teaching and learning has been, and will continue to be a focus for the whole school. The school, alongside EEF, recognise that quality first teaching is key to ensuring that the gap closes.	Increased number of PP/PP+ children are working at and above ARE in Reading, Writing and Maths.	SLT	£300	
	High quality Assessment for Learning (AfL) training for all staff	Research by Black and Wiliam, concluded that formative assessment is perhaps the most effective educational practice when it comes to improving academic achievement (by a mean effect of 0.32) and disproportionately beneficial for underachieving students. ATLP	AfL strategies are implemented consistently throughout the whole school in line with the School Improvement Plan; resulting in increased number of PP/PP+ children making good or better progress / working at or above ARE in Reading, Writing, Maths	ATLP SLT	£300	



		This will also ensure that our high achieving PP children are being constantly assessed and their next steps are being considered and addressed				
High quality 'Feedback' CPD for all staff and a defined whole school system for Feedback	Improving the quality of feedback- ensuring that it is specific, accurate and clear has proven to have a high impact on closing the gap (by as much as 8 months) according to research by the EEF	Consistency of both verbal and written feedback across all year groups enables all PP/PP+ children to make progress	ATLP SLT	£300		
High quality CPD for all delivered by a RWI consultant, Reading Leader and through online portal RWI resources for home reading book scheme	Research shows that quality teaching of early reading is most effective through the use of a systematic phonics programme. In relation to the impact of COVID, many of the international studies looking at the impact of 'lost learning' over a sustained period show that this disproportionately affects pupil's reading and language skills more than their mathematical skills. Research shows that children make most progress when the books they take home to read, match their phonics level within school.	Consistent teaching of Early Reading: Read Write Inc across Rec/KS1 ensures all PP/PP+ children are given the tools to read Home reading books match pupils' phonic level All PP/PP+ pupils achieve Y1 PSC	RWI Lead KS1 Lead	£1725 £2190		



	<p>High quality training for all staff to ensure Accelerated Reader is fully embedded across the school</p>	<p>Strong evidence of the effectiveness of AR has come from the US, in addition, the EEF has produced a small study of the effectiveness at Year 7 level and has commissioned more studies to produce further evidence. Early signs indicate that it can produce +5 months progress in PP children.</p>	<p>Whole school approach monitored by the English Lead.</p> <p>Accelerated Reader is used as a tool for encouraging and sustaining reading interest and development and pupil assessment</p> <p>Tracking of progress of children through comprehensions/star reading assessments which gives reading ages.</p> <p>PP/PP+ children make good or better progress than their peers</p>	<p>English Lead</p> <p>DHT Assessment</p>	<p>£500</p>	
<p>To provide a system of support and a tool kit of strategies to enable children to cope with and understand mental health so that all pupils are continuing to access and make progress across the curriculum</p>	<p>Staff CPD for the T&L of JIGSAW programme.</p> <p>JIGSAW package and resources</p>	<p>Following DFE guidelines with regard to 'Mental health and behaviours in school', we have chosen JIGSAW as a whole-school approach which includes progression and assessment. All statutory RSHE requirements are met, learning is engaging, and the impact is tried and tested across thousands of schools. Mindfulness practice in every lesson supports mental health and self-regulation</p>	<p>CPD sessions provide to evaluate the quality of provision and offer support where required</p> <p>All staff to deliver high quality PSHE sessions using JIGSAW as a whole school approach</p>	<p>CG to monitor</p>	<p>£300</p>	



	The Awakening Programme	<p>Aware that every school has its own needs and context, we are developing a bespoke package with external motivational speaker to work alongside our Personal Development Lead to develop and establish a whole school approach to wellbeing</p> <p>Poor mental health has a direct impact on children's ability to learn, retain and retrieve information.</p>	<p>Whole school approach to wellbeing is defined and established through Awakening Programme</p> <p>PP/PP+ pupils will have a tool kit of strategies to aid them, which will in turn increase their attainment/progress rates across the curriculum</p>		£1800	
2. Targeted Support						
Aim	Provision	Rationale	Expected outcome	Staff Lead	Cost	Impact
To improve progress rates of PP/PP+ SEND pupils across the whole school	<p>Targeted SEND interventions to include:</p> <p>RWI 1:1/small group; Precision Teaching; Small group work; Pre-teaching; flexible intervention</p> <p>These interventions are delivered by support staff</p>	<p>50% of PP/PP+ pupils either have a GSP or are working at below ARE. Early identification of PP children who fall within this category is needed. All SEND pupils have a GSP which provides them with opportunities for regular intervention. Intervention strategies are used to</p>	<p>GSP monitoring ensures targets match pupils needs.</p> <p>Pupil progress meeting and data analysis shows that PP/PP+ SEND pupils make progress against IEP targets at least in line with school expectations.</p>	SENDCo	£7200	



<p>To improve speech and language through the use of the WellComm and NELI Programme in Early Years</p>	<p>WELLCOMM diagnostic tool</p> <p>Staff CPD for delivery of WellComm interventions</p> <p>Reception pupils screened and focus group identified</p> <p>NELI Programme- EEF recommended (awaiting confirmation from DfE)</p>	<p>More children are starting school with speech and language difficulties, which prevents some children from accessing the full curriculum. Early intervention can help identify specific issues and prevent a gap widening.</p> <p>Vocabulary deficit limits pupils' oracy, reading and writing progress</p> <p>Further CPD for more staff members would ensure that interventions are maintained as the children progress through the school</p>	<p>Increased outcomes for pupils in Reception e.g. increased number of PP/PP+ pupils achieving expected standard (2) in C&L; Reading and Writing</p>	<p>SENDCo R/KS1 Lead</p>	<p>£300</p>	
<p>To provide a system of support and a tool kit of strategies to enable children to cope with and understand mental health so that they can access their learning in order to make progress across the curriculum</p>	<p>Nurture Groups (Teaching Assistant or Teacher)</p> <p>ELSA 1:1 sessions (SLT member)</p> <p>The Awakening Programme (small group intervention)</p>	<p>42.1% of our PP children are PP+ and as a result may require additional emotional support in order to process feelings and emotions that may be different to their peers.</p> <p>There is also a proportion of our PP children who have more chaotic lifestyles at home and therefore benefit from some time out of the classroom to focus on mindfulness and their own</p>	<p>Identified PP/PP+ children have a range of strategies to aid their mental health.</p> <p>Identified PP/PP+ children access high quality, well planned nurture groups which are child lead and focussing on the needs of child.</p> <p>Increase in attainment, progress and attitudes to</p>	<p>CG / Nurture Team</p>	<p>£2191</p> <p>£250</p>	



		<p>wellbeing, as well as recognising and processing emotions.</p> <p>Poor mental health and anxieties / stresses have direct impact on pupils' ability to learn and make progress</p>	<p>learning of identified PP/PP+ children</p>			
<p>To increase the number of PP children working at and above ARE in core subjects.</p>	<p>1:1 and small group tuition</p>	<p>Use of high quality (brief, regular and maintained as advised by EEF) 1:1 and small group tuition has been successful in the past for raising pupil attainment.</p> <p>Eligible pupils across the school who are not at the expected level, will receive targeted support in order to raise attainment.</p> <p>Teaching of comprehension/reading strategies in small groups, as recommended by the EEF, has proven results and reflects our SDP aims.</p>	<p>Intervention data shows that PP/PP+ children have made progress</p> <p>Increased % of PP/PP+ children working at or above ARE in Reading, Writing and Maths</p>	<p>SLT Class Teachers</p>	<p>£3600</p>	



3. Wider Strategies

Aim	Provision	Rationale	Expected outcome	Staff Lead	Cost	Impact
<p>To increase parents/carers confidence in supporting children with their learning</p>	<p>Parent workshops (including Reading and RWI to support children at home)</p> <p>Resource packs for all PP/PP+ children with essentials included to enable homework to be completed to a high standard</p> <p>ICT equipment made available for those PP/PP+ children who require it</p>	<p>Parents who are more confident with their children's learning are more willing and able to support them with their learning / homework tasks. By offering workshops for parents/carers, we would be upskilling parents and giving them the necessary tools to support their child.</p> <p>In light of COVID and its effects on long term teaching, potentially children that are PP/PP+ may not have ICT equipment that allows them to access online learning. Audit identifies that we are meeting the needs of all children and enabling them to access all learning in the event of school/bubble closure</p>	<p>Cycle of workshops are pre-recorded and made available at agreed times throughout the year.</p> <p>Parents are feeling empowered and able to support children with their learning (Parent survey)</p> <p>PP/PP+ children complete homework to a higher standard as they have access to resources and technology in the home</p> <p>PP/PP+ children are still able to access remote education and online learning in the event of school/bubble closure</p>	<p>SLT</p> <p>RS, TT</p>	<p>£300</p> <p>£200</p> <p>£3200</p>	
<p>To provide opportunities for pupils to be exposed</p>	<p>Subsidisation of trips/ visitors/ residentials / clubs throughout the</p>	<p>Some disadvantaged pupils have limited access to extra-curricular activities and a range</p>	<p>PP/PP+ children go on at least one visit per year which will extend and enhance learning</p>	<p>SLT Class</p>	<p>Residential £1305</p>	



to a range of educational opportunities outside the classroom which widens their experiences and aspirations	year	of experiences. The impact of learning outside the classroom and practical application of skills can positively raise expectations and achievement in all pupils	beyond the classroom Outcomes across the curriculum for PP/PP+ children improve as a result of taking part in additional experiences which are planned across the year (e.g. Science week, Author days, multicultural days with other schools etc)	Teachers	Clubs £456	
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