

# Pupil Premium Strategy and Recovery Premium 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	Greysbrooke Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs E Ballinger
Pupil premium lead	Mrs E Ballinger
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33,555
Recovery premium funding allocation this academic year	£ 2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 7,746
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 44,056

## Part A: Pupil premium strategy plan

### Statement of intent

#### Ultimate objectives for disadvantaged pupils at Greysbrooke Primary School

- All pupils feel safe, ready to learn and access a stimulating and inspiring learning environment
- All pupils experience a broad and balanced curriculum which engages and motivates them to know more, understand more and do more
- All staff have high expectations of every pupil
- Attainment and progress of disadvantaged pupils is at least in line with their non-disadvantaged peers
- Disadvantaged pupils have equal access to the wider curriculum offer and enrichment opportunities/activities
- Poor mental health is not a barrier to emotional or academic success
- All pupils have access to high quality remote / home learning

#### How our current strategy supports achieving these objectives

At Greysbrooke, we understand that Quality First Teaching is a key lever in improving the outcomes of all pupils, particularly disadvantaged. Leaders are committed to ensuring all pupils receive teaching that is at least good in every lesson. In order to achieve this, we support teachers with high quality CPD and prioritise curriculum planning, ensuring key knowledge and skills are progressively sequenced towards clearly defined end goals.

Key interventions and approaches are adopted at whole school level and are not restricted to disadvantaged pupils. Some strategies have been made possible by the allocation of Pupil Premium and/or catch-up funding and they target the individual needs of our disadvantaged pupils in receipt of Pupil Premium. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium.

At Greysbrooke, our current strategy also enables us to provide disadvantaged pupils with equal opportunities to the wider curriculum (such as subsidised residential visits); support positive mental health through our trained Elsa Practitioner; support children and families with access to high quality remote/home learning.

#### Our key principles

- All pupils have the right to be safe and we 'Nurture, Inspire and Grow' every pupil
- Quality First Teaching is the key lever for improving outcomes
- Strategies are relevant to the needs of pupils and evidence based
- Learning is the collaborative responsibility of all stakeholders (pupils, teachers, leaders, families) and the wider community

## Challenges

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

Challenge number	Detail of challenge
1	A growing proportion of PP children either have SEND (31%) or are working below expectations in core subjects
2	Social-emotional and behavioural mental health issues are having an impact on children's learning attitudes, behaviours and outcomes
3	Some lower levels of basic skills, including speech and language difficulties and limited vocabulary and oracy skills
4	Low parental levels of engagement or skill with supporting learning in the home
5	Reduced opportunity / financial resource for extra-curricular and enrichment activities such as music tuition, ICT equipment, visits and residential trips

## 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
<ul style="list-style-type: none"> <li>Increased number of disadvantaged children are working at or above ARE in Reading, Writing, Maths and the wider curriculum</li> <li>Disadvantaged pupils make accelerated progress and the attainment gap between disadvantaged and non-disadvantaged children is diminished</li> <li>Disadvantaged SEND pupils make progress in line with school expectations</li> </ul>	<ul style="list-style-type: none"> <li>Quality first teaching across the curriculum (including retrieval and spaced practice)</li> <li>Effective AfL strategies enables children's misconceptions / gaps to be addressed</li> <li>Regular high quality feedback will enable children to make progress across all areas of curriculum</li> <li>Consistent teaching of Early Reading and reading across the whole school is embedded so all pupils have the tools to read and all pupils make progress</li> <li>Tracking of children's progress and attainment is ongoing and those identified as not being where they should be or at risk of not making sufficient progress are given additional</li> </ul>

	<p>high quality interventions based on needs/gaps</p> <ul style="list-style-type: none"> <li>Disadvantaged SEND children are getting the correct provision for their needs and GSP targets are smart and achievable</li> <li>Maths SEND focus hub project ensures that all pupils identified pupils are given appropriate scaffolding/intervention that enables them to become independent mathematicians and succeed</li> </ul>
<ul style="list-style-type: none"> <li>All children learn and play in an environment which is nurturing, fun and safe</li> <li>All children are able to articulate how they are feeling and seek the support needed</li> <li>Children can regulate their emotions</li> </ul>	<ul style="list-style-type: none"> <li>Adult support is allocated effectively to areas of need within the school e.g. supporting social skills; developing friendships; nurturing children's confidence/independence and resilience</li> <li>Senior Leader, who is an established and experienced ELSA Practitioner, will become Mental Health Leader for Greysbrooke</li> <li>Staff will be trained in Attachment theory/Emotion Coaching and will be able to support children with strategies to regulate their feelings and reactions</li> <li>Children know, understand and model positive behaviour choices</li> <li>Children are confident to ask for support when needed</li> <li>Children have a growing understanding of their emotions and can discuss these (excited, anxious, worried etc)</li> <li>Identified children will have access to high quality nurture sessions which are child lead and focussed on their individual needs</li> <li>Children are happy and safe and enjoy their learning</li> <li>Children's attitude to learning will improve</li> <li>Children's outcomes across the curriculum will increase</li> </ul>
<ul style="list-style-type: none"> <li>Disadvantaged children's vocabulary and oracy deficit is narrowed</li> </ul>	<ul style="list-style-type: none"> <li>All children are exposed to rich and varied vocabulary across the school, through the whole curriculum (Tier 1, Tier 2 &amp; Tier 3)</li> <li>Staff leading daily storytime expose</li> </ul>

	<p>children to a wealth of high quality books / vocabulary</p> <ul style="list-style-type: none"> <li>• Identified children receive additional speech and language intervention according to individual needs</li> <li>• Class novels and books across the whole curriculum will be Lexile mapped to ensure they are of high quality and vocabulary is appropriately challenging</li> <li>• Reading has a high profile and children read daily in school and regularly at home, thus increasing their vocabulary</li> <li>• Parents understand the importance of reading and sharing stories with their children in order to increase and maximise their vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>• Parents will be engaged and confident in supporting children with their learning at home</li> <li>• Disadvantaged pupils will complete homework to a higher standard</li> </ul>	<ul style="list-style-type: none"> <li>• Parents will have had the opportunity over the year to take part in sessions that will enable them to support core skills at home</li> <li>• Parents will be empowered and able to support their children at home with learning</li> <li>• All children have access to Google Classroom at home</li> <li>• All KS2 children have access to Accelerated Reader / TTRS at home</li> <li>• All Rec/KS1 children have access to Numbots and RWI portal films at home</li> <li>• Identified disadvantaged children will be provided with technology to support online learning / home learning and remote learning</li> </ul>
<ul style="list-style-type: none"> <li>• All children will be exposed to a range of educational opportunities, both within and outside the classroom, which widens their experiences and aspirations</li> <li>• All children are ambitious, resilient, kind and grateful</li> </ul>	<ul style="list-style-type: none"> <li>• The ATLP Curriculum, that we are personalising for GB, provides children with a wide ranging, exciting and engaging curriculum</li> <li>• All experiences / trips / visits that relate to the curriculum will be mapped out to ensure there is a balance and range of experiences across the school that all children can benefit from</li> <li>• Disadvantaged pupils will be subsidised so that they do not miss out on residential trips / visits that help to contextualise their learning and give them wider experiences beyond the</li> </ul>

	<p>classroom</p> <ul style="list-style-type: none"> <li>• A calendar of events (cultural, sporting, community, enrichment) will be celebrated and shared throughout the year with all children so that they develop awareness and appreciation for the world around us and have a growing aspiration to aim high and be successful</li> <li>• Children live out our everyday values of Ambition, Resilience, Kindness, Gratitude</li> </ul>
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### 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: c.£23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff including: Cognitive Science; Feedback; AfL; Retrieval; Vocabulary; Subject Leader development; Curriculum development (with ATLP); SEND / Maths hub	Education Endowment Foundation: The Guide to Pupil Premium A tiered Approach to Spending (Professional Development)  Education Endowment Foundation T&L Toolkit: Feedback +6 months; Teaching Mastery +5 months	1 2 3 4
RWI Online training and portal for staff phonics CPD	Education Endowment Foundation T&L Toolkit: Phonics +5 months	1 2 3 4
Senior Leader Mental Health Leader trained expert	DfE recommendation Education Endowment Foundation T&L Toolkit: Social and emotional learning +4 months	1 2 3 4
Emotion coaching and attachment training for staff CPD	Education Endowment Foundation: The Guide to Pupil Premium A tiered Approach to Spending (Professional Development)	1 2 3 4

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

Budgeted cost: c.£15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leader Mental Health Leader trained expert to support identified children	Education Endowment Foundation: The Guide to Pupil Premium A tiered Approach to Spending	1 2 3
Additional support for children requiring intervention (1:1 and small groups) inc. S&L	Education Endowment Foundation T&L Toolkit: One-to-one tuition = +5 months; Small group tuition = +4 months;	1 2 3 4
NTP Catch-up tuition (small groups)	Teaching Assistant interventions = +4 months;	1 2 3 4
Nurture sessions (1:1 and small group)		1 2 3

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

Budgeted cost: c.£5,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access for all pupils to Accelerated Reader programme (Y2 upwards) to support reading at home and school	Education Endowment Foundation: The Guide to Pupil Premium A tiered Approach to Spending  Education Endowment Foundation T&L Toolkit: Parental Engagement = +4 months; Reading Comprehension Strategies = + 6 months	1 2 4 5
Access for all Rec / KS1 pupils to Ruth Miskin portal and phonics films to support reading at home	Education Endowment Foundation: The Guide to Pupil Premium A tiered Approach to Spending  Education Endowment Foundation T&L Toolkit: Parental Engagement = +4 months; Phonics = +6 months	1 3 4 5
Nurture sessions	Education Endowment Foundation T&L	1 2 3

	Toolkit: Social and emotional learning = +4 months; Behaviour interventions = +4 months	
Senior Leader Mental Health Leader trained expert	DfE recommendation Education Endowment Foundation T&L Toolkit: Social and emotional learning = +4 months	1 2 3
Resources and equipment to enable home learning	Education Endowment Foundation: The Guide to Pupil Premium A tiered Approach to Spending	ALL
Subsidisation of trips and visits enabling access to wider curriculum	Education Endowment Foundation: The Guide to Pupil Premium A tiered Approach to Spending	ALL

**Total budgeted cost: £44,050**

## 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.

Objectives	Impact
<p>Quality of Teaching for All</p> <ul style="list-style-type: none"> <li>To improve Quality First Teaching across the school</li> <li>To provide a system of support and a tool kit of strategies to enable children to cope with and understand mental health, so that that all pupils are continuing to access and make progress across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Teaching of RWI re-established across the school</li> <li>Use of Accelerated Reader embedded across KS2</li> <li>Effective AfL strategies implemented in daily teaching</li> <li>Increase in use of verbal feedback across the school</li> <li>90% of Y1 children achieved PSC in internal summer assessments (100% PP pass rate)</li> <li>% of disadvantaged children working at ARE expectations increased by 20% in Maths and 34% in Writing</li> <li>73% of PP children made at least expected progress in Reading, with 33% making more than expected progress</li> <li>80% of PP children made at least expected progress in Maths, with 40% making more than expected progress</li> <li>JIGSAW resources enabled children and staff to access high quality PSHE curriculum</li> <li>The Awakening Programme aided launch of whole school approach to wellbeing and developed values of Resilience, Gratitude, Aspiration and Kindness</li> </ul>
<p>Targeted Support</p> <ul style="list-style-type: none"> <li>To improve the progress rates of PP/PP+ SEND pupils across the school</li> <li>To provide a system of support and toll 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</li> </ul>	<ul style="list-style-type: none"> <li>GSP Targets much more robust and match the needs of pupils</li> <li>SMART targets ensured all SEND PP children made progress</li> <li>100% of disadvantaged children identified for Nurture sessions made at least expected progress in Reading, Writing and Maths and 60% made more than expected progress</li> </ul>
<p>Wider Strategies</p>	<ul style="list-style-type: none"> <li>ICT equipment made available to</li> </ul>

<p>To increase parents/carers confidence in supporting children with their learning</p>	<p>identified families for use at home during school closures</p> <ul style="list-style-type: none"> <li>• Google Classroom has enabled staff to connect with children and parents during school closures to aid with remote learning</li> <li>• Google Classroom used to support with home learning</li> </ul>
<p><b>Wider Strategies</b> To provide opportunities for pupils to be exposed to a range of educational opportunities outside the classroom which widens their experiences</p>	<ul style="list-style-type: none"> <li>• Due to COVID-19 restrictions and school closures we were unable to provide the full Greybrooke experience for pupils during 2020-21 and so this will be a continued focus for 2021-22</li> </ul>

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A