

Pupil Premium Strategy and Recovery Premium Statement

This statement details our school's use of pupil premium and recovery premium for the 2022 to 2023 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	10.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs E Ballinger
Pupil premium lead	Mrs E Ballinger
Governor / Trustee lead	Mr M Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29335
Recovery premium funding allocation this academic year	£ 2755
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	£ 32,090

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. When making decisions about allocating Pupil Premium Funding, we have analysed pupil outcomes and made use of a range of research e.g. Education Endowment Foundation. Expenditure is review, planned and implemented by academic year, as shown in this strategy plan.

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
High Quality Teaching	<ul style="list-style-type: none"> • Complete first year of Maths Hub Group for the teaching of Primary Mastery Development and Mastering Number to secure the development of good maths mastery teaching practice across the school. PP children to be in line or above national at ARE in Maths at KS1 and KS2 • Non-class based Deputy to support with T&L development (through coaching and mentoring) across the school • Weekly ECT support programme in place to mentor and nurture new teachers • RWI coaching and mentoring cycle in place to enhance and improve the consistent teaching and learning of RWI programme • The teaching of reading across the school is consistent and all pupils • Staff CPD focusing on: Adaptive Teaching; Cognitive Science; WalkThrus; RWI; Emotion Coaching;

	Attachment theory - to ensure all teaching is at least good or better across the school
Targeted Academic Support	<ul style="list-style-type: none"> • RWI Fresh Start to support closing the gaps in reading for KS2 pupils. All pupils on the programme complete it. • RWI 1:1 interventions carried out by TAs to ensure children who are at risk of falling behind, keep up with age related expectations • Small group / 1:1 interventions for identified SEND PP/PP+ pupils to address gaps in learning • NTP 1:3 tuition to target pupils with specific needs/at risk of falling behind to address gaps in learning
Wider Strategies	<ul style="list-style-type: none"> • Growth of nurture provision - additional member of staff trained to carry out nurture support; thus resulting in more children being able to access provision, which will have a positive effect on pupil outcomes • Growth of Enrichment offer through Children's University to ensure all DA children are able to take part in an after school club. All DA children will be subsidised for 1 club. 100% DA children to take part in at least 1 club over the year. • All DA pupils will be subsidised so that they do not miss out on residential trips / visits that will help to broaden their experiences and learning outside the classroom. 100% of DA to take part in a trip/residential/after school club. • Forest school provision to be used to target DA pupils in order to increase enrichment offer; provide an alternative nurture provision; develop confidence and team building. Pupil voice and pupil outcomes • Extend opportunities for parents to be supported with learning in the home through workshops / info sessions / work share afternoons etc. • All children to have access to online learning from the home including: TTRS/Accelerated Reader/RWI portal

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.£18,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff including the Maths Hub (Adaptive Teaching; Cognitive Science; WalkThrus; RWI; Emotion Coaching; Attachment theory; Mental Health Leader) (cost of cover and resources)	Education Endowment Foundation: The Guide to Pupil Premium A tiered Approach to Spending (Professional Development) Education Endowment Foundation T&L Toolkit: Teaching Mastery +5 months; Social and emotional learning +4 months; Metacognition & Self-regulation +7 months	All
Role of RWI Lead to support coaching	Education Endowment Foundation: The Guide to Pupil Premium A tiered Approach to Spending (Professional Development) Education Endowment Foundation T&L Toolkit: Phonics +5 months	All
Subject Leadership Time (cost of cover)		All
Coaching WalkThrus (cost of cover)		All
ATLP curriculum development groups and quality circles (cost of cover)		All

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

Budgeted cost: c.£10,000

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

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

Budgeted cost: c.£4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access for all pupils to: Accelerated Reader programme (Y2 upwards) Rec / KS1 pupils to Ruth Miskin portal and phonics films	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; Phonics = +6 months	1 2 3 4 5
Nurture sessions	Education Endowment Foundation T&L Toolkit: Social and emotional learning = +4 months; Behaviour interventions = +4 months	1 2 3
Forest School Sessions	Forest School Association states that Forest School provision assists children's self-regulation and resilience and helps learners develop	1 2 3 5

	socially, emotionally, spiritually, physically and intellectually	
ELSA Training	DfE recommendation Education Endowment Foundation T&L Toolkit: Social and emotional learning = +4 months	1 2 3 4
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: £32,090

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 2021 to 2022 academic year.

Desired Outcomes	Impact
<p>Increased number of disadvantaged children are working at or above ARE in Reading, Writing, Maths and the wider curriculum</p> <p>Disadvantaged pupils make accelerated progress and the attainment gap between disadvantaged and non-disadvantaged children is diminished</p> <p>Disadvantaged children's vocabulary and oracy deficit is narrowed</p> <p>Disadvantaged SEND pupils make progress in line with school expectations</p>	<ul style="list-style-type: none"> • Year 6: <ul style="list-style-type: none"> • Reading 59% PP vs 88 Non PP • Writing 61% PP vs 91% Non PP • Maths 67% PP vs 92% Non PP • Year 2 <ul style="list-style-type: none"> • Reading 100% PP vs 86% Non PP • Writing 100% PP vs 76% Non PP • Maths 100% PP vs 90 Non PP • Cohort specific outcomes, show overall that DA children are still below their peers in attainment of core subjects but they are making progress across the curriculum • 100% pass rate of Y1 Phonics Screening Check for DA pupils due to fidelity and consistency of teaching RWI • DA SEND pupils have robust targets which are achievable and enabled them to make progress, therefore closing the gap to their peers • Pupil conferencing in foundation subjects highlights that most DA pupils can articulate their learning, using Tier 2 & 3 vocabulary, therefore illustrating implementation of new curriculum has enabled them to know more, do more and understand more across the curriculum • Reading has high profile across the school and exposes children to a wide range of texts; storytime is established and the teaching of vocabulary is developing

<p>All children learn and play in an environment which is nurturing, fun and safe</p> <p>All children are able to articulate how they are feeling and seek the support needed</p> <p>Children can regulate their emotions</p>	<ul style="list-style-type: none"> • Pupil voice indicates that children are happy and safe in school and have a love of learning • Staff are attuned to children and skilfully identify when a child needs extra support / time out / nurture • Identified DA children have successfully completed nurture work and are able to apply strategies • Pupil voice indicates that children have an understanding of emotions and know how to help themselves
<p>Parents will be engaged and confident in supporting children with their learning at home</p> <p>Disadvantaged pupils will complete homework to a higher standard</p> <p>All children will be exposed to a range of educational opportunities, both within and outside the classroom, which widens their experiences and aspirations</p> <p>All children are ambitious, resilient, kind and grateful</p>	<ul style="list-style-type: none"> • High expectations for homework and home reading regularly shared with parents • Parents are regularly updated with curriculum info to enable further support in the home • All children have access to Google Classroom • All KS2 children have access to Accelerated Reader / TTRS at home • All Rec / KS1 children have access to Numbots / RWI portal films at home • All children have had the opportunity to go on school trip / residential visit to enhance curriculum beyond the classroom • 100% of DA children have had subsidised visits/trips/clubs over the year which has enabled them to take part alongside peers and not miss out on enrichment opportunities

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
Accelerated Reader	Renaissance
Read Write Inc	Ruth Miskin

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