

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Greentrees Primary
Number of pupils in school	432
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Alan Geary
Pupil premium lead	Alan Geary
Governor / Trustee lead	Karen Beard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,215
Recovery premium funding allocation this academic year	£13,908
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,551
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	£140,674

Part A: Pupil premium strategy plan

Statement of intent

At Greentrees, we want our pupils to achieve their very best, irrespective of their background or level of need. We want them to make good progress and achieve high levels of attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and its successful implementation is everyone's responsibility.

While this strategy prioritises the needs and challenges faced by our disadvantaged learners, the activity planned in this statement is also intended to support the needs of all our pupils, regardless of whether they are disadvantaged or not.

We know that research tells us that high quality teaching is what makes the biggest difference. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is for this reason that, as outlined below, a large proportion of our pupil premium funding is spent on providing high quality professional development to make our great teachers even better.

Our approach is underpinned by three core principles:

- To ensure that all our pupils are engaged in challenging and interesting learning.
- To take prompt action at the first sign of slow progress or low attainment.
- To monitor the impact of provision and make changes, if required

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor attendance of some disadvantaged pupils.</p> <p>Data indicates that over the last 3 years, attendance of disadvantaged pupils has been significantly lower than their advantaged peers. Persistent absence is a particular issue. In the latest available data, 29% of disadvantaged pupils were persistently absent.</p> <p>Poor mental health and decreased wellbeing of pupils and their parents are contributing to this in a number of cases.</p>
2	<p>Lack of parental involvement in learning from some families.</p> <p>Data from attendance at parents' evenings, feedback from parental questionnaires and a lack of uptake at parent information sessions indicate a low level of parental engagement from a number of families. This is supported by a range of anecdotal evidence from class teachers.</p>
3	<p>High proportion of disadvantaged pupils with additional needs (eg. SEND).</p> <p>We currently have 29% of disadvantaged pupils with additional SEND needs – this is higher than the national average and has an impact on attainment in reading, writing and maths.</p>
4	<p>Lack of basic calculation skills in mathematics, compared to other pupils, which prevents accelerated progress.</p> <p>Question-level analysis indicates that this lack of skills is impacting on the pupils' ability to achieve the expected standard at the end of both key stages. Disadvantaged pupils are disproportionately affected by this issue.</p>
5	<p>Limited vocabulary and weak oral language impacts on progress in writing</p> <p>Analysis of pupils writing shows that non-disadvantaged pupils are able to consistently use higher level vocabulary, acquired through reading, in their writing. The vocabulary use of many disadvantaged pupils continues to be more limited, even among successful readers.</p>
6	<p>Limited opportunities for disadvantaged pupils to develop their cultural capital outside of school</p> <p>Financial challenges mean that families are less likely to engage in activities such as museum visits, holidays and other trips. The recent cost of living crisis has widened the 'experience' gap even further.</p>

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 writing attainment for disadvantaged learners at the end of both key stages.	By July 2025, more than 75% of disadvantaged learner will achieve the expected standard or better in writing by the end of KS1 and KS2.
Improved maths attainment for disadvantaged learners at the end of both key stages,	By July 2025: More than 75% of disadvantaged learners will achieve the expected standard or better in maths at the end of KS1 and KS2. KS1-2 progress score for disadvantaged pupils in maths is above 0.
High proportion of pupils successfully pass the year 4 times table check.	By July 2025: More than 75% of pupils pass the year 4 times table check.
Improved rates of progress for disadvantaged pupils with additional SEND needs	By July 2025, progress scores for pupils with SEND needs will be in line with all pupils nationally.
Improved attendance of disadvantaged pupils	By July 2025: Persistent absenteeism of disadvantaged pupils is below 10% Overall attendance for disadvantaged pupils is above 94%
Enhance the Cultural Capital of disadvantaged learners	By July 2025, all disadvantaged learners are regularly involved in before / after school clubs and visits / visitors will form part of all termly enquiries.

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: £ 60000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase 'Rising Stars' assessments in maths and train staff in the use of the diagnostic 'MARK' analysis.	Use of standardised testing can support teachers in identifying areas of strength and weakness. This information can be used to adapt teaching in order to meet pupils' individual needs more precisely. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	4
Provide CPD for teachers, both in-house and externally to improve subject knowledge and pedagogical understanding. This will include a continued focus on provision for pupils with SEND and on embedding the teaching of oracy throughout the curriculum.	High Quality First Teaching has been proven to make the single biggest difference to outcomes for disadvantaged learners. Studies show that disadvantaged pupils benefit disproportionately from high quality teaching, compared to their peers.	3, 4, 5
Provide Subject Leader release time (3 days per subject) throughout the year to monitor, evaluate and review the implementation of the new enquiry-led curriculum to ensure that pupils (especially those with additional needs) know more and remember more and make good progress over time.	High Quality First Teaching has been proven to make the single biggest difference to outcomes for disadvantaged learners. Studies show that disadvantaged pupils benefit disproportionately from high quality teaching, compared to their peers. Subject leaders will rigorously monitor the quality of provision in their subject and report back to SLT	3
Fund the pupil premium lead in the school (0.4)	The EEF recommends a four-stage, cyclical process for the successful	1, 2, 3

contract) to lead, manage and oversee a number of the strategies in place and monitor the impact of these.	implementation of the pupil premium strategy. It highlights the critical role that leadership plays, particularly in stages 3 and 4 – the implementation and monitoring phases. Dedicated time ensures that this work can be done highly effectively.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 / Small group tuition for targeted pupils. Sessions will be delivered by a high quality, trained teacher and will focus on bespoke targets for writing and maths.	Small group and 1:1 tuition targeted at specific needs can be an effective method to support low attaining pupils or those falling behind. Studies have shown that this approach, while moderately expensive, can add an additional 5 months of progress in an academic year. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 4, 5
Small group phonics interventions for pupils at risk of not passing the Y1 phonics screening.	See above	3
Delivery of Talk Boost KS1 by a fully trained teaching assistant.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality discussion, are inexpensive to implement with high impacts on reading Oral language interventions Toolkit Strand Education Endowment Foundation EEF	5
Purchase materials for 'Talk Boost KS2'	As above	5

programme and deliver associated training to TAs.		
Speech and Language therapy provided by a trained therapist 1 day per week.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality discussion, are inexpensive to implement with high impacts on reading Oral language interventions Toolkit Strand Education Endowment Foundation EEF	5
Play therapy provided by a trained therapist 1 day per week.	A study of over 12,000 cases, shows that between 77% and 84% of children, suffering from mental health issues, show a positive change through the use of play and creative arts therapies when delivered to PTUK standards. The more severe the problem, the higher the percentage of children that show a positive change. https://fhcappg.org.uk/wp-content/uploads/2019/01/practice-based-evidence-report-300119.pdf	1

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

Budgeted cost: £ 25500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide heavily subsidised access to residential visits for disadvantaged learners in years 5 and 6 and fully funded places on educational visits for disadvantaged pupils in all year groups.	We know the emphasis placed on developing pupils' cultural capital, These opportunities are crucial for achieving this for our disadvantaged learners.	1

Provide fully funded or heavily subsidised access to extra-curricular activities such as educational visits, music lessons, after school sports clubs etc	Enrolling pupils vulnerable to poor attendance in these activities has impacted very positively since implementing this strategy. This has been one of most effective strategies for reducing persistent absenteeism.	1
Employ a full time ELSA / FSA to provide support for vulnerable pupils and their families.	Research clearly shows how disadvantaged pupils have been disproportionately affected by the COVID-19 pandemic in terms of mental health and wellbeing. We anticipate that increased numbers of pupils and their families will require support in the coming months.	1, 2
Provide 'Relate' counselling service for vulnerable pupils.	See above Mental health and wellbeing has become an increasingly significant factor, impacting on attendance and academic outcomes, particularly since the pandemic.	1, 2
Implement the 'Mindfulness in Schools' project across the school, providing the school lead with the necessary training and materials.	See above. We have seen significant impact since implementing the 'Jigsaw' scheme of work for PSHEC. This has a mindfulness approach at its core.	1, 3
Provide release time for teachers to plan for and deliver additional parents' consultations for pupils with SEND needs.	We know that building highly effective partnerships with our parents and carers is critical in securing good outcomes for our pupils. High impact seen when implementing this strategy previously.	3
Homework club for invited pupils for whom home learning is a challenge	Widespread feedback from parents about the challenges of homework and the impact that this has on wellbeing and general school attendance. Feedback from teachers indicates that lack of engagement with homework, especially reading, is impacting on progress and attainment,	2

Total budgeted cost: £130,500 (Contingency of £10,174)

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 2022 to 2023 academic year.

Tackling the challenges and overcoming the barriers faced by some of our vulnerable learners and their families is a long-term process. Pupil Premium funding rarely produces a quick fix. Instead, the funding is strategically used with a long-term view in mind. We strive to ensure that by the time our pupils leave us at the end of year 6, they are well prepared for the next stage in their education. To this end, we were, once again, delighted with the outcomes achieved by our year 6 pupils in July 2023:

	RWM Combined	Reading	Writing	Maths
Greentrees DA Pupils	62	85	77	62
National ALL Pupils	59	73	71	73
National NON-DA Pupils (2022)	70	79	81	79

For the first time, a higher proportion of our disadvantaged learners achieved the expected standard in Reading Writing and Maths combined than all pupils nationally. The gap to non-disadvantaged was our smallest yet, at just 8%.

As a school, we have set the aspirational target of eradicating the difference in attainment between these two groups of pupils (advantaged v disadvantaged) by July 2025, so this data, on the back of our 2022 outcomes, represents another significant step towards achieving this.

Outcomes for our disadvantaged pupils at the end of KS1 were lower, especially in writing and the attainment gaps remain significant. This particular cohort of pupils had lower-than-usual levels of attainment on entry and only 2 disadvantaged learners achieved a 'Good Level of Development (GLD)'.

Careful planning and monitoring of provision will be required as this cohort moves through KS2 to ensure that existing gaps are minimised by the end of year 6.

Outcomes in phonics at the end of year 1 show an upward trend as we strive to return to levels of attainment achieved pre-pandemic. In June 2023, 62% of our disadvantaged learners passed the screening check. Phonics interventions have contributed significantly to this improvement and will continue throughout 2023-24. We expect outcomes to be in line with national figures by June 2024.

We were delighted that 100% of our disadvantaged pupils took part in our residential visits in years 5 and 6. This would not have been possible for many pupils without the significant subsidy provided by our pupil premium funding.

Despite access to these opportunities, attendance of disadvantaged pupils remains a concern. Throughout 2023-24, the disadvantaged lead will spend an increased proportion of time working alongside the school's attendance officers to monitor attendance and act swiftly to address issues. There will be an increased focus, in Autumn 2023, on those pupils who have been persistently absent over the previous 12 months.

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
Talk Boost KS1	iCan