

# Pupil Premium Strategy Statement

1. Summary information					
School	Green End Primary				
Academic Year	2020/21	Total PP budget	£242,676	Date of most recent PP Review	Oct '20
Total number of pupils	483	Number of pupils eligible for PP	174	Date for next internal review of this strategy	July '21

2. Current attainment – Key points
Due to COVID there is no data point information to record

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Very low on entry baseline to Nursery	
B.	Very poor reading and oracy skills on entry, both in Nursery and mid key stage	
C.	High numbers of pupils arriving at mid key stage are new to English	
D.	Many pupils lack 'life experience' and have not visited places which stimulate creative and imagination skills	
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Accelerated progress from entry to end of KS1	KS1 aspirational targets achieved
B.	Accelerated progress in reading	Progress data for all year groups – reading
C.	Accelerated progress in language acquisition for those new to English and often new to the UK	EAL progress data – all pupils making at least expected progress
D.	Pupils' imaginative ability enhanced through a range of visits and experiences	100% pupils make expected or above writing progress. Children's charter pupil feedback review is very positive, report new learning and that visits/visitors improves their writing content depth.

# Pupil Premium Strategy Statement

5. Planned expenditure					
Academic year		2020/21			
<p>Our approach to using the pupil premium this year is altered in response to the impact of the lockdown in terms of a high number of disadvantaged children. With the bubble arrangement likely to be in place for at least half of the year, we are unable to deploy specialist staff across the school. We have therefore concentrated the focus to a strong class based approach and have ensured that all classes have a greater level of teaching assistant support in order for both the teacher and TA to be able to give additional challenge to those disadvantaged pupils.</p>					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review
Improve attainment and progress of lower attaining pupil premium pupils at risk of not achieving aspirational targets	All Class TA's Year 3 to 6 Cost of teaching assistants to focus on pp children	More targeted and differentiated support is able to be given both in lessons and through additional intervention and support groups. Pastoral support is able to support more vulnerable children at key times of the day	End of year outcomes – termly monitoring	Head of School	Summer 2
Improve attainment and progress of lower attaining pupil premium pupils at risk of not achieving aspirational targets	Contribution towards year 2 TA support To support year 2 pp children buy topping up this to allow all classes to have a full time TA	More targeted and differentiated support is able to be given both in lessons and through additional intervention and support groups.	End of year outcomes – termly monitoring	Head of School	Summer 2
Identified children are ready for school to be able to effectively access learning by the end of the autumn term	EYFS TA Autumn Additional TA to cover low baseline on entry	Year on year increase of children with additional needs or who are not ready for school. Approach allows for additional adult to help with settling in, development of routines, work in smaller environment, targeted interventions and having a more	End of year outcomes – termly monitoring	Head of School	Summer 2

## Pupil Premium Strategy Statement

		flexible approach to the needs of the child.			
Meeting the learning needs of year 6 to raise standards particularly those who are pupil premium and improve transition for vulnerable children	Year 6 additional teacher Towards the costs of a full time teacher to create a third class in year 6 – high % of PP in cohort, challenging pastoral aspects	Dynamics and pastoral needs in current year 6 cohort are complex and the individual needs better served in different groupings.	End of year outcomes – termly monitoring	Head of School	Summer 2
Ensure that attendance is above national averages	Attendance support worker Attendance improvement and support for target families	This system has impacted significantly in recent years on attendance, which is at least at national average.	End of year outcomes – termly monitoring	Head of School	Summer 2
To promote high attainment in reading across EYFS and KS1	Reading TA's x 6 Ensuring that all children in year 1 and Reception are heard read daily and year 2 every other day – PP targets	This system has impacted significantly in recent years on reading and subsequently reading results at the end of each year are much improved.	End of year outcomes – termly monitoring	Head of School	Summer 2
To ensure that families are supported to adequately meet children's needs and enable them to be supported in their education	Parent Support Advisor	Many parents need additional support in dealing with a range of issues which include self-esteem, literacy skills, dealing with debt, establishing routines and setting boundaries.	Supervision in place, regular meetings, accountability structure which is impact driven	Head of School	Summer 2
<b>Total budgeted cost</b>					<b>£242,676</b>

### 6. Review of expenditure 2019-20

<b>Academic year</b>	<b>2019-20. All outcomes from the year 2019-20 were severely hampered by COVID-19 and as a result the impact of actions can only be measured up until the beginning of March.</b>
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## Pupil Premium Strategy Statement

<b>ii. Quality of teaching for all</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
To ensure that families are supported to adequately meet children's needs and enable them to be supported in their education	Parent Support Advisor	Prior to lockdown, negative effects of home circumstances managed so as not to have a detrimental effect on children's future life chances. 70% of families that are supported are eligible for pupil premium. This was particularly true over lockdown where targeted families were regularly contacted to ensure they had support in meeting the needs of the family at home.	<ul style="list-style-type: none"> <li>Targeted support for families continues to be successful and have a positive impact.</li> <li>Home visits for new nursery children allows us to quickly assess need and ensure rapid support through referrals and ready for school courses.</li> <li>Approach to be continued</li> </ul>
Ensure that attendance is above national averages	Attendance Support Worker time	Prior to lockdown, attendance continued to be in line national averages.	<ul style="list-style-type: none"> <li>Targeted support for families continues to be successful and have a positive impact. However we recognise that there is a need to revisit support for families at different times throughout their schooling</li> <li>Approach to be continued</li> </ul>
To promote high attainment in reading across EYFS and KS1	Reading TA deployment x 6	Prior to lockdown, from low starting points children's achievement at the end of EYFS, Year 1 phonics and KS1 reading was expected to be in-line with their pupil premium peers however below that of their non-peers.	<ul style="list-style-type: none"> <li>Teachers report significant improvement in children's day to day, reading, fluency and confidence, sighting the impact the Reading TAs are having on these areas</li> <li>Prioritising further the children who are pupil premium to further develop reading skills</li> <li>Approach to be continued</li> </ul>
To improve pupil mental health and wellbeing of all children with a particular prioritisation of pupil premium children	Play therapist	Prior to lockdown: <ul style="list-style-type: none"> <li>Pastoral and behaviour needs managed effectively to ensure that pupil premium children were achieving in line with non-pupil premium counterparts.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers report increased expertise and confidence on dealing with behaviour and pastoral related difficulties.</li> <li>Parents report feeling supported throughout lockdown and being able to support children more effectively</li> </ul>

## Pupil Premium Strategy Statement

		Play therapist continued to support identified families over lockdown with weekly phone calls	<ul style="list-style-type: none"> <li>• Approach to be continued</li> </ul>
To support transition between KS1 and upper KS2	Additional TA Y3 -4	Prior to lockdown: <ul style="list-style-type: none"> <li>• More targeted and differentiated support was able to be given both in lessons and through additional intervention and support groups.</li> <li>• Pastoral support was able to support more vulnerable children at key times of the day</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement levels gained at the end of KS1 are maintained during the challenging transition period of moving from KS1 to KS2.</li> <li>• Children report liking the opportunity to have more staff to support academic and emotional learning</li> <li>• Approach to be continued</li> </ul>
<b>Total budgeted cost</b>			<b>£107,764</b>

<b>iii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
To improve readiness to start school an identify families needing additional support	<ul style="list-style-type: none"> <li>• Releasing Early Years staff for home visits and then targeted work before children enter nursery where need has been identified</li> </ul>	By the time the children started school, staff had a better understanding of the starting points for all children: <ul style="list-style-type: none"> <li>• Leading to more tailored transition</li> <li>• Earlier support for identified children</li> <li>• Earlier support for identified families</li> <li>• Able to identify key support groups within nursery to tailor learning more effectively on starting nursery</li> </ul>	<ul style="list-style-type: none"> <li>• While support for families and children were tailored to need this is an area of continual refinement</li> <li>• Whilst looking at support for families it has been identified to have a greater use of outside agencies</li> <li>• Refinement of questioning to ensure a greater range of key information is obtained</li> <li>• Approach to be continued</li> </ul>
Pupil premium children reaching their targets in reading and maths	Support for Y6 targeted children in reading and maths through before/after school booster classes	It is not possible to measure impact due to COVID-19 these booster groups, that were scheduled to start at the beginning of Spring 2 did not start.	<ul style="list-style-type: none"> <li>• NA</li> </ul>

## Pupil Premium Strategy Statement

<p>To improve pupil mental health and wellbeing of all children with a particular prioritisation of pupil premium children</p>	<ul style="list-style-type: none"> <li>• Pastoral support staff</li> <li>• KIWI</li> <li>• Garden therapist</li> </ul>	<p>Prior to lockdown:</p> <ul style="list-style-type: none"> <li>• This tailor made approach has led to improved confidence of staff and strengthened their capacity to deal with individual pupils' presenting with additional pastoral needs</li> <li>• Range of children involved report greater confidence</li> <li>• Staff working with these children report greater confidence, more settled and have a wider range of experiences to draw from</li> </ul>	<ul style="list-style-type: none"> <li>• Continues to be effective for all children chosen</li> <li>• Approach to be continued</li> </ul>
<p>Meeting the learning needs of year 6 to raise standards particularly those who are pupil premium and improve transition for vulnerable children</p>	<p>Year 6 additional teacher</p>	<p>Prior to lockdown, children were on track to achieve expected levels in reading, writing and maths</p>	<ul style="list-style-type: none"> <li>• This has proven to be highly effective</li> <li>• Children's achievement continues to be high</li> <li>• Children report less stress levels when approaching SATs as they feel staff really get to know them in smaller classes</li> <li>• Children report changing classes and developing new relationships helps them to be ready for high school</li> <li>• Approach to be continued</li> </ul>
<p>Improve attainment and progress of lower attaining pupil premium pupils at risk of not achieving aspirational targets</p>	<p>Release teachers to target pupils in their class for weekly intervention programmes</p>	<p>Prior to lockdown, children were on track to achieve expected levels in reading, writing and maths was across all year groups.</p>	<ul style="list-style-type: none"> <li>• Reports from teachers have shown that they feel they are best able to support the learning of their children by being able to have a flexible time aimed at addressing gaps from assessments and lessons. This has been backed up by the data for each year group being consistently high</li> <li>• Making sure teachers are fully aware of the need to focus as much intervention time as possible on children from pupil premium groups at all levels</li> <li>• Approach to be continued</li> </ul>
			<p><b>Total budgeted cost    £100,294.00</b></p>

## Pupil Premium Strategy Statement

<b>iv. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
To widen horizons and experiences through enrichment opportunities. To improve risk taking.	<ul style="list-style-type: none"> <li>• Class trips travel costs subsidised</li> <li>• Residential trip subsidised</li> <li>• Children’s charter visits funded to ensure all children experience the core opportunities.</li> <li>• Music tuition – a term taster for all year 3 children and individual lessons after school paid for.</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to lockdown, evaluations from children sight trips and visitors as a key part of their year and they see as a motivation for attending school and giving them more to write about</li> <li>• Prior to lockdown, termly performance of musical instruments continues to be a highlight for children involved</li> <li>• Prior to lockdown, teachers report significant improvement in engagement and content leading up to and after school trips</li> <li>• On returning to school after the residential year 6 sight Ghyll Head as most significant time in school</li> </ul>	<ul style="list-style-type: none"> <li>• Trips have been carefully mapped out and this approach has made significant improvements in the range of experiences and the learning from these.</li> <li>• This continues to be under review to ensure that trips are meaningful experience under the new curriculum</li> <li>• Approach to be continued</li> </ul>
<b>Total budgeted cost</b>			<b>£25,462.00</b>