



# Pupil Premium Planned Spend

## 2020 – 2021



## CONTEXT

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Greenland Community Primary is an average sized primary school which is located in Stanley in County Durham. The school moved into a purpose built new build in Sept 2013. As of 1st January 2017 Greenland became part of a Multi-Academy Trust (Stanley Learning Partnership).

The school draws its intake, in the main, from the wards of South Moor and Craghead and South Stanley. These wards have very high levels of social and economic disadvantage. School Deprivation Index (SDI) 0.35 compared to the national rate of 0.21.

There is a greater than average eligibility for Pupil Premium 47% (National rate is 22.5%). Percentage of pupils with SEND is currently at 19%.

Since school faces a range of challenges, resulting from degeneration of the local area, it aims to:

- Provide broad and balanced learning experiences which enable pupils to develop socially, emotionally, spiritually and academically.
- Promote a strong ethos of inclusion and aims to ensure that all pupils achieve their full potential.
- Work effectively with external agencies to support pupils with a wide range of complex additional needs.
- Build strong partnerships with organisations within the local community including the local church and chapel, the library, plant nursery and local forest school.
- Involve parents and carers in all aspects of school life so they can support their children's learning.

Greenland Community Primary School believe that our practice ensures the individual needs of our pupils are met, including those of our most vulnerable pupils. It is our desire that no pupil is left behind and we strive to ensure our PP funding is used effectively to achieve this.

The amount of Pupil Premium received for this academic year is £192,335.

### Proportions of disadvantaged pupils in each year groups

	<b>EYFS</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>
% of PP	%	44%	36%	24%	41%	59%	56%



Summary Information:					
School:	Greenland Community Primary School		Chair of Governors:	Lee Ferry	
Headteacher:	Anne-Marie Lewis		Deputy Headteacher:	Kris Armstrong	
Academic year:	2020 - 2021	Total PP budget:	£192,335 (provisional)	Date of most recent PP review:	August 2020
Total number of pupils:	368	Total eligible for PP:	143	Date for next internal PP review:	Feb 2021
Total number of LAC/Post LAC pupils:	4/6	£1700 per pupil = £6800	Total number of service children:	5	£300 per pupil = £1500

		Pupils eligible for PP %	Non PP
Year 6 SATs	% achieving at or above in reading, writing and numeracy – FFT TA	74%	89%
	% achieving at or above in reading – FFT TA	74%	89%
	% achieving at or above in writing – FFT TA	74%	89%
	% achieving at or above in numeracy – FFT TA	79%	95%
Year 2 SATs	% achieving at or above in reading – FFT TA	50%	90%
	% achieving at or above in writing – FFT TA	36%	78%
	% achieving at or above in numeracy – FFT TA	50%	88%
Year 1 Phonics	% passing the phonics screening test – Autumn 2020 phonics screening check	87%	97%
EYFS	% achieving a good level of development – pupils on track Spring 2020	48%	77%

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A	For some pupils eligible for pupil premium, their emotional readiness for learning is low compared to their peers and is a significant barrier to their progress. This can affect their ability to concentrate on academic activities and majority find it difficult to retain/recall prior knowledge. This is particularly evident after a 6 month break from school across all age phases especially EYFS and Year 1.
B	79% of pupil premium are also on the SEN register. This figure does not yet include EYFS data.



C	High levels of deprivation result in pupils having limited opportunities to access experiences that enhance their vocabulary for reading and writing. Lack of fluency and stamina adversely affects reading and writing performance.
<b>External barriers</b>	
D	Attendance – 2% of the children who are eligible for pupil premium are PA.
E	Due to lockdown many pupils have had limited home learning due to varying issues including, but not limited to, parental working commitments, lack of digital devices/access to Internet and/or the number of children requiring home learning within household. This has resulted in majority pupils returning to school in September not working at age related level and having significant conceptual gaps/misunderstandings, particularly in core subjects.
F	High proportion of pupils (and their families) have social, emotional and mental health (SEMH) needs that have significantly worsened during lockdown due to restrictions in support and resources externally.

<b>Desired Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	Improved emotional wellbeing and academic achievement for pupils experiencing social and emotional barriers to learning allowing them full access to curriculum. Improved resilience and determination. To ensure all pupils are given the opportunity to consolidate basic skills.	Disadvantaged pupils with social and emotional barriers to learning will make rapid progress and a greater % will achieve ARE. Improved emotional resilience and good self-organisation skills. Regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, writing, spelling and mental and written arithmetic.
B	Diminish the in-school gap between pupils who are eligible for PP and have SEN in reading, writing and numeracy.	Gap will reduce across the year and these pupils will become more broadly in line with all pupils.
C	To provide experiences for pupil that enhance their vocabulary to impact on their work across the curriculum, particularly reading and writing. Targeted pupils to receive 1:1 reading intervention. Read, Write Inc training to be delivered by Reader Leader from EYFS to Year 4. To continue to develop opportunities for oracy throughout the curriculum.	More PP pupils reach ARE, particularly by end of KS1 in reading and writing and by the end of KS in reading. Pupils eligible for PP make as much progress as 'other' pupils across Y1 – Y6 in reading and writing. Targeted pupils will have additional 1:1 reading and prioritised for catch up after school reading club. Class books to be read for 10 minutes at end of each day.
D	Continue to improve attendance for PP and reduce PA. Monitor lateness and ensure this % decreases.	Identified PP pupils have a similar attendance rate as all other children. Parent contracts will reduce as families engage with AO 100% attendance will be rewarded termly.
E	Summer term education is taught and basic skills embedded within first two terms. Intervention activities accelerate catch up of lost learning.	Through whole school covid catch up action plan, majority of pupils will receive support for missed education and fill gaps in knowledge for core subjects.
F	To provide support and self-regulation strategies for pupils with SEMH needs.	A reduction in the number of behaviour incidents for PP pupils.



		<p>Student social worker to provide range of programmes to support SEMH pupils as well as offering information regarding outside agencies where appropriate for families.</p> <p>Connecting with Children provided for pupils who require it and staff training acquired in order to continue the work after the programme.</p> <p>Access to Relax Kids and Listening Matters where appropriate.</p>
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**Planned Expenditure:**

Academic Year:	2020 - 2021
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**Improving the quality of education including targeted support and other whole school strategies.**

Desired Outcome	Chosen action/activity	Objective/description	Staff Lead	Cost	Impact/evaluation
Higher % of PP pupils to achieve and exceed standard at end of each year group, particularly in reading and writing.	TA support across every class in EYFS and KS1. LA sets to have TA support in KS2. Basic skills sessions planned and delivered daily across KS2. RWInc delivered from EYFS to year 4.	Proportion of pupils to achieve and exceed ARE particularly in reading, writing and numeracy increases and is closer to non-PP pupils.  Use of Reading Plus, Lexia and RWInc.	KA – data  AA – phonics lead  AH – Literacy lead	£90000	
Pupils acquisition of a wider range of vocabulary increases.	Whole school focus on vocabulary across all subjects.	All classrooms to have a designated reading area.			
Improved emotional/social wellbeing and academic achievement	Listening Matters Relax Kids Emotional Literacy Getting Along Attachment Awareness Neuro Champions Durham Resilience Project	Upskill staff to deliver emotional and social activities to reduce barriers to learning allowing these pupils full access to a broad and balanced curriculum.	CG – SEN  AML – HT  MTR – Wellbeing lead	£20000	
To use CPD to ensure teaching is of an excellent standard across school in	CPD for teaching staff led by SLT, middle leaders		AML – HT	£15000	



all areas of the curriculum.	and DCC (including other agencies). Read, Write Inc internal and external training provided. Daily phonics session, intervention and weekly training. All subject leads to provide MTP to staff. IDEA action plan to be developed, followed and monitored by leads.	DCC directory of courses to be used primarily for CPD and network meetings.  Training and resources purchased to match pupils' phonic ability. Remote learning materials and online support videos to be purchased.	AA – RWInc lead  KA – IDEA lead		
Total budgeted cost =					£

Desired Outcome	Chosen action/activity	Objective/description	Staff Lead	Cost	Impact/evaluation
Improve vocabulary for reading and writing which will enrich life experiences and impact upon their language development, personal and social development and achievement.	Implementation of Reading Plus across KS2	Monitoring of data from RPlus  Increased stamina in test situations	All class teachers  KS leads	£4000	
Maintain overall attendance figures.  Reduce the number of 'late' pupils.  Reduce the % of PA.	AML to monitor alongside Attendance Officer.  First day response provision by AO.  Reward good attendance and 100% - certificates, weekly prize draws, non-uniform days.	Monitored attendance of identified PP pupils and provide family support to overcome barriers to attending school.  Reduce level of PA.	AML – HT  GS – attendance officer	AO £29,000  £1,500	



Improve life experiences for pupils.	<p>Extended school provision – breakfast club and wide range of after school clubs.</p> <p>Provide a rich set of experiences that supports both learning and personal development.</p>	<p>Pupils have opportunities to attend after school clubs for activities not usual through curriculum – choir, yoga, archery, golf, language clubs and musical instruments (drums, ukulele, guitar, piano)</p> <p>When restrictions allow, theatre/church/beach visits and residential trips and visitors.</p>	<p>AH – AHT</p> <p>DC – Sports lead</p>	£8000	
Support PP families.	<p>Provide financial aid with school uniform, trips, breakfast club and after school provision.</p> <p>Family liaison officer to engage with families to provide community support from outside agencies.</p> <p>Remote learning support for isolation periods.</p>	<p>Pupils are in school well equipped to learn.</p> <p>Families are financially as well as emotionally supported.</p> <p>Pupils have access to books, stationary and laptops when required.</p>	<p>LR – Family Liaison Officer</p> <p>AML - HT</p>	£30000	
Total budgeted cost =					£197500



LEADING THE WAY  
FOR GENERATIONS

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