



Pupil Premium
Strategy
Statement

October

2021



Pupil premium strategy 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	Greenland Community Primary School
Number of pupils in school	342
Proportion (%) of pupil premium eligible pupils	153
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Anne-Marie Lewis
Pupil premium lead	Anne-Marie Lewis
Governor / Trustee lead	Lee Ferry (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,785.00
Recovery premium funding allocation this academic year	£22,185.00
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	£227,970.00

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it the most and to support schools to raise the attainment of socially disadvantaged children. Our aim is for all pupils to achieve their full potential both socially and emotionally, with the gap between PP pupils and non-PP pupils, in all core subjects, to be narrow.

We are committed to raising standards for every child and invest resources and time to ensure that every child receives the support and challenge that they require to succeed. The PP funding will be used to support the learning, development, engagement and experiences of all our pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. In order to achieve this we take an evidence-based approach and spend the funding on initiatives that are likely to have the most impact.

High-quality teaching is at the heart of our approach.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

School Context

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 September 2013. As of 1st January 2017 Greenland, became part of a Multi-Academy Trust (Stanley Learning Partnership) where it is the lead school of 9 primaries.

The school draws its intake, in the main, from the wards of South Moor, Craghead, Annfield Plain 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 44% (National rate is 31%). Percentage of pupils with SEND is currently at 18%.

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.

Challenges

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

Challenge number	Detail of challenge							
1	<p>Emotional resilience of pupils who are eligible for pupil premium is low compared to their peers and they may need to develop their learning skills to be ready to learn such as organisation, focus and resilience. By KS2 many PP pupils are already working with external services and often present with complex social and emotional needs.</p> <p>Lack of enrichment opportunities during the pandemic has negatively impacted attainment due to increased social and emotional issues</p>							
2	<p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps. Oral language skills are often lower for disadvantaged pupils which impedes reading progress/vocabulary development in subsequent years. Low starting points in verbal communication and language means many pupils lack decoding skills, fluency and comprehension understanding.</p> <p>Pupil premium is higher than national in all current year groups 2021-22:</p> <table> <tr> <td>EYFS 36%</td> <td>Year 1 44%</td> <td>Year 2 42%</td> <td>Year 3 34%</td> <td>Year 4 33%</td> <td>Year 5 51%</td> <td>Year 6 48%</td> </tr> </table>	EYFS 36%	Year 1 44%	Year 2 42%	Year 3 34%	Year 4 33%	Year 5 51%	Year 6 48%
EYFS 36%	Year 1 44%	Year 2 42%	Year 3 34%	Year 4 33%	Year 5 51%	Year 6 48%		
3	<p>Low attendance rates for some pupil premium pupils impacts on their learning adding to greater gaps in conceptual understanding across the curriculum as well as their basic skills.</p> <p>The education and wellbeing of many of our pupils has been impacted by partial school closures – this has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>							
4	<p>Some pupil premium pupils lack experiences that enrich their understanding and knowledge which negatively impacts on their learning and comprehension.</p>							
5	<p>Many pupil premium pupils do not have support for reading at home. Staff have to ensure that there are opportunities in school to support and value reading. Assessments and observations with pupils suggest</p>							

disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

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
<p>Improved emotional resilience for pupils with emotional regulation difficulties, anxiety and those lacking in emotional resilience via targeted and direct interventions as well as whole school ethos and Quality First Teaching.</p>	<p>Access to a school counsellor – CwC Pupils who require support with emotional resilience/anxiety identified and grouped for interventions Relax Kids intervention to boost emotional resilience and self-regulation Promote good relationships with parents to address underlying concerns or refer to specialist agencies for further support (HT, SLT, SENCO, Attendance Officer, Family Support Worker) A lower level of behavioural incidents for PP pupils on CPOMS. Lesson obs/learning walks/assemblies highlight examples of resilient learners. Resilience Warrior incentive rewards weekly and termly. Increase in participation in enrichment activities.</p>
<p>Oral language skills are often lower for disadvantaged pupils which slows reading progress/vocabulary development in subsequent years. Low starting points in verbal communication and language means many pupils lack decoding skills, fluency and comprehension understanding.</p>	<p>Oracy to be developed throughout the school curriculum and speaking and listening opportunities to be visible in class through learning walks/lesson observations and assessments Guided reading sessions to include elements of retrieval, meaning and inference – Reading Vipers Whole school vocabulary displays in every classroom – display curriculum areas and subject specific vocab Word of the week to be discussed in every class Daily class novel read by the teacher to the class with key vocabulary discussed PSHE lessons to include circle time where listening and speaking skills are explicitly taught</p>

	<p>RWInc Phonics flashcards to be used regularly throughout the day to focus on key sounds and words</p>
<p>To continue to establish good attitudes to attendance/punctuality and reduce persistent absence.</p>	<p>Sustained high attendance across all year groups % of non-attendees at least in line with national average Increase in attendance rates for pupil premium pupils Reduction in parental contracts/referrals to DCC After school provision and wrap around care will be offered to priority pupils free of charge 100% Attendance will be rewarded termly</p>
<p>A greater proportion of pupils exposed to a wider range of social, cultural, artistic, creative, enrichment and sporting experiences.</p> <p>Classroom coverage of the curriculum reflects the intent to increase cultural capital.</p> <p>Learning is contextualised in concrete experiences and language rich environments.</p>	<p>Opportunities to participate in a wide range of extra-curricular activities Visits/visitors to support and enhance learning Access to school trips and external visits to support knowledge and understanding (including residential where appropriate) Opportunities to develop personal skills such as resilience/confidence/self-esteem through access to roles of responsibility in school Access to Forest and Beach School curriculum</p>
<p>Increased amounts of children reading at home and at school and development of a reading for pleasure ethos.</p>	<p>Increase in attainment for reading for all pupils All classes read to daily at end of each day All pupils to read a book matched to their ability in school Each class to have identified target readers who do not have support for reading at home and read with them in school each week Reward prizes to be book tokens or books Travelling Book Company in school twice a year</p>

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

Budgeted cost: £96,650.00

Activity	Evidence that supports this approach	
<p>Improve wellbeing and emotional resilience for pupils by providing CwC counselling, Relax Kids, access to SEMH services and implementing whole school Resilience Project.</p>	<p>High rate of behavioural incidents for pupils with unaddressed SEMH difficulties. Pupils have difficulty in regulating and expressing their emotions. Low levels of participation, productivity, self-belief and love of learning in pupils with underlying anxiety or emotional resilience. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1
<p>Whole school staff training for Resilience Warriors.</p>	<p>Ensuring a multi-faceted approach, including improving staff CPD and buy-in, whole-school approaches alongside targeted intervention and whole school teaching of wellbeing strategies and small group work is planned.</p>	1, 4
<p>Staff training to deliver Restorative Practice.</p>		
<p>SENDCO to undertake the National SENDCO Award and support in developing policies and practices .</p>	<p>Enhanced provision and practice relating to SEN by providing whole school training in relation to overcoming barriers to learning and meeting individual needs including the progress of complex learners.</p>	3, 4
<p>Improve the quality of social and emotional learning through embedded educational practices and supported by CPD for all staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1

<p>Prioritise referrals to outside agencies for PP pupils</p>	<p>Swifter access to support from external agencies has shown that early support has a greater long-term impact on families. Access to therapeutic services to support needs experienced as a result of external barriers to learning such as domestic violence, temporary housing, bereavement etc</p>	<p>1</p>
<p>Ensure identified staff have received paid for training to develop high quality teaching standards.</p> <p>CwC training for HT, SENDCO and TA</p>	<p>EEF teaching and learning toolkit - review of evidence of impact of mastery approach to teaching: High impact for very low cost based on limited evidence (+5)</p> <p>Given the impact of missed teaching and learning opportunities due to COVID/lockdowns and isolations it is a priority to ensure that children who have missed large sections of teaching in KS1 continue to have systematic phonics tuition and intervention.</p> <p>Targeted interventions for individuals are also key. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefits from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer spoken words and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Read, Write Inc Phonics will be used for whole class and targeted intervention and benefits have been reported by DfE.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics?</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p>EEF findings show that high quality teaching has a positive impact on outcomes and that consistency in delivery is key. (impact +5 months)</p> <p>https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/phonics</p>	<p>2</p> <p>5</p> <p>5</p> <p>2, 5</p>

Targeted academic support

Budgeted cost: £74,500.00

Activity	Evidence that supports this approach	
Expand the range of high interest-low ability phonetic reading books for struggling readers to ensure children are reading books of interest and age appropriate matched to their ability.	Funding will be spent on purchasing new non-fiction books. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies +6 months Reading Plus Whole School Licence £9,000 for 3 years (3rd year £3,000)	2, 5
Purchase of a DfE validated systematic synthetic phonics programme (RWInc) to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 5
Set up small group spelling/reading and writing intervention for pupils struggling with spellings, vocabulary and writing.	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=search&search_term=small%20group +4 months	2
Targeted 1:1 reading with children in school who do not receive support for reading at home (focus on comprehension strategies)	Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies +6 months	5
Targeted small group intervention for identified pupils for phonics	Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to 12 weeks) appear to result in optimum impact.	5

	<p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Dedicated HLTA/TA time to focus on:</p> <p>Catch up interventions</p> <p>Emotional and social support interventions</p> <p>Theraplay sessions</p> <p>Support within classrooms</p> <p>Whole school CPD</p> <p>1:1 targeted pupil support</p> <p>CwC counselling sessions</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 4, 5
<p>Purchase of Now Press Play programme to improve listening, narrative and vocabulary skills for all pupils.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2, 4

Wider strategies

Budgeted cost: £57,500.00

Activity	Evidence that supports this approach	
<p>Whole staff training on Restorative Practice, behaviour management and</p>	<p>Targeted interventions and universal approaches can have positive overall effects:</p>	3

<p>anti-bullying approaches with aim of developing school ethos.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Continue to provide a wide range of after school provision clubs including music, art and drama. Monitor attendance of PP pupils.</p> <p>Music lessons delivered by external provider for UKS2.</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&utm_medium=search&utm_campaign=site_search&search_term=arts +3 months</p>	4
<p>Access to a part time social worker within SLT, SENCO surgeries and Family Liaison Officer to support families with early help and access to support agencies.</p> <p>Contribution to the employment of a Family Liaison Officer.</p>	<p>The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parental</p> <p>To provide personalised support and advice for families – debt management, food poverty, behaviour management, housing concerns, mental health.</p>	1, 3
<p>Holding pupil attendance interviews to ascertain barriers to school attendance for disadvantaged pupils.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	3
<p>Uptake of after school club for</p>	<p>See above in relation to parental engagement and arts engagement.</p>	4

disadvantaged pupils and engagement of parents working closely with school.		
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Total budgeted cost: £228,650.00

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our internal assessments suggest that the performance of PP pupils was lower than in previous years. The outcomes we aimed to achieve were therefore not fully realised. A recovery curriculum and intensive catch up intervention curriculum has been implemented for 2021-22.

Covid-19 disrupted all subject areas to varying degrees. School closures was most detrimental to our disadvantaged pupils and they were unable to benefit from our PP funded improvements to teaching and interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum (throughout the pandemic and school closures) which was aided by the use of online resources such as those provided by White Rose, Read Write Inc and Oak National Academy.

Assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to Covid-19 related issues. We have used PP funding to provide wellbeing support for all pupils and staff, and targeted interventions where required. We are building on this approach with the activities detailed for 2021-22 plan.

Externally provided programmes

Programme	Provider
Reading Plus	Reading Solutions UK
Read, Write Inc	Ruth Miskin
Times Tables Rockstars	TT Rockstars
Speech and Language Programme	Lexia UK

Further information

Our PP strategy will be supplemented by additional activity that is not being funded by PP or Recovery Curriculum Premium. This includes:

- Utilising a DfE grant to train a senior mental health lead. The training we have identified through HeadSight was selected to focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, to give pupils a voice in how we address wellbeing, support more effective collaboration with parents and develop a mental health and wellbeing policy and ethos across our school.
- Utilising a DCC grant to train a mental health first aider for pupils, staff and families.
- Offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour and aspirations. Activities will focus on building confidence, resilience and socialising.
- Apprentice teacher in Year 2 to increase teaching capacity for those pupils who have been impacted two years due to Covid-19.