



An Adventure in Learning

Address:
Greenmount
Primary School,
Lodge Lane,
Beeston, Leeds

THIS STRATEGIC ACTION PLAN IS INTENDED TO PROVIDE THE FLEXIBILITY NECESSARY TO MEET THE VARYING NEEDS OF INDIVIDUAL PUPILS WHO JOIN THE SCHOOL, AND THEIR CHANGING NEEDS AS THEY PROGRESS THROUGH THE SCHOOL,

ALL PUPILS WILL BENEFIT FROM THE FIRST DESIRED OUTCOME, THIS INCLUDES THE 37% OF PUPILS ELIGIBLE.
ALL THOSE WHO NEED SUPPORT (THE 37%) WILL BENEFIT IF THE SECOND, FOURTH AND FIFTH OUTCOMES ARE REACHED.
MOST OF THE 37% WOULD BENEFIT FROM THE THIRD OUTCOME BEING ACHIEVED.

Total number of children eligible for Pupil Premium funding	Number of eligible boys	Number of eligible girls	Total funding
159	87	72	£209,880
Review of 2019/20			
Summary of Objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	
1. Ensure good quality teaching	Ofsted in November 2019 validated that all teaching observed was at least good. Collaboration with the White Rose Maths Hub and Jerry Clay Reading Hub have provided high quality CPD, support for subject leaders and effective feedback from lesson observations.	The Ofsted report from November 2019 states that "Leaders have focused on supporting disadvantaged pupils over the past two years. They are diminishing the difference in rates of progress between this group of pupils and non-disadvantaged."	
2. Accurate assessments	PIRA and White Rose Maths tests have ensured consistent teacher assessments are carried out termly followed by pupil progress meetings. Pupils were closely tracked on OTrack to ensure provision maps were up to date and provision matched the needs of every pupil eligible for funding. There were no statutory assessments in Summer 2020 due to school closures and Covid 19.	End of Spring data show the attainment gap between pupil premium and non-pupil premium pupils continues to close with some year groups having pupil premium pupils out perform non-pupil premium pupils. All pupils are tracked closely with an emphasis on PP pupils, in particular PP boys through termly assessments, pupil progress meetings and regular monitoring through lesson observations and book scrutiny. There was no summer term data due to school closures and Covid 19. Baseline assessments were carried out in the first 2 weeks of term to identify any gaps in knowledge and to plan a recovery curriculum to recap knowledge from the previous year.	
3. Increased parental engagement	Regular parent events. Continued support for vulnerable families by FSW.	Good attendance at parent workshops, assemblies, meetings and open classroom events. 100% attendance at parents' days up until school closures.	
4. Enriched curriculum activities	Bushcraft 1 day per week, after school clubs including tag rugby, choir, gardening,	Pupil questionnaires show children have a love for learning and value the wide range of after school clubs on offer that they wouldn't normally experience out of school e.g. girls football,	



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	mindfulness, basketball, book club and homework clubs.	learning new skills in Bushcraft to make tools, dens or survival skills, coding club and experiencing mindfulness.
5. Improved attendance	Pupils with low attendance/high persistence absentee levels have been and continue to be supported and challenged.	There is no difference between the attendance of PP and non-PP pupils. It currently stands at 93.46 for PP pupils and 93.66 for non-PP pupils. Attendance is lower due to school closures, bubble collapses and Covid illness and isolations.

Activities to support whole school strategies to secure quality first LEARNING for all PP pupils throughout the school, which will help address the deficits with which the large majority of our eligible children enter the school.

Desired Outcome	Chosen action / approach	Evidence or rationale for these choices	How will we ensure it is implemented well?	Costings	Staff Lead	Review schedule
1. GOOD QUALITY OF TEACHING	1. Good assessment and planning leads to consistently high expectation and challenge in lessons from YN to Y6 leading to improved progress for all pupils	-Research by EEF, Ofsted and academics. -Empirical professional evidence from good and outstanding schools. -Usable assessment and tracking methodology helps teachers to plan and differentiate to meet need.	Utilise cross curricular work to develop pupils' core skills. Otrack assessment system and annual licence. Exemplification, verification and moderation (cover). Rising standards overall, reducing differences in attainment	6k nil nil 5k 4k	SLT	Weekly rota Half termly evaluation
	2. Monitoring evaluation and review of teaching/learning - continue to develop reading, vocabulary and phonics in KS1 and Early Years. - continue to improve Reading and Writing in KS2 with an emphasis in boys, including those working at Greater Depth	- Termly data monitors attainment gaps between girls and boys, particularly in Writing. - Frequent MER ensures CPD is flexible and effective - Evidence and feedback from Jerry Clay focus days.	CPD for all staff (teachers and TAs) SLT extra time inc. mentoring Jerry Clay Reading Hub	5k 5k 30k	SLT	daily, weekly, formal & informal, relentless. Half termly evaluation
	3. Tracking pupil performance - continue to boost pupils who are at risk of falling behind on combined Reading, Writing and Maths.	- Teachers know what pupils know and can do (or not) in order to plan next steps	Regular and frequent book scrutinies. Conversations with subject leaders/teachers/pupils – triangulation of evidence Pupil progress meetings. Closing gaps in attainment through targeted interventions	8k	HoS	Weekly rota Half termly evaluation



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2. ACCURATE INITIAL ASSESSMENTS	4. Prompt Baseline assessments to allow for an in depth recovery curriculum	<ul style="list-style-type: none"> - Pupils' starting points must be understood quickly in order to plan effective interventions - Flexibility required to make prompt interventions as needed 	<p>Staff trained to carry out assessments</p> <p>Staffing flexibility to meet irregular emerging needs as required</p> <p>Closing gaps in attainment</p>	5k	HoS	As req'd
				5k		Half termly evaluation
	5. Targeted interventions to focus on Reading, Writing and Maths catch up.	<ul style="list-style-type: none"> - Discussions in pupil progress meetings - Different children will inevitably have different needs/difficulties (SEN; N2E; EAL; Hearing impaired; dyslexia; Autism etc) 	<p>Equipment, resources, tools, consumables</p> <p>Overstaffing for small groups</p> <p>Specialised training for TAs</p> <p>Closing gaps in attainment</p>	5k	HoS/DHT/AHT	Half termly evaluation
	25k					
	6. Development program with White Rose Maths and Jerry Clay Reading Hub.	<ul style="list-style-type: none"> - Efficient interventions (Self evident) 	<p>Staff flexibility, availability and training</p> <p>Closing gaps in attainment.</p>	10k	AHT's	termly
3. INCREASED PARENTAL ENGAGEMENT	7. Improve Communication between Parents and School	<ul style="list-style-type: none"> -Parents want their children to do well -Parents are already demanding education so that they can help their children. 	<p>Dedicated bilingual FSW/Attendance officers</p> <p>Resources inc. regular parent workshops and meetings (after Covid)</p>	30k	HoS	Half termly
				2k		
	8. Increasing attendance at Breakfast and other clubs (after Covid restrictions)	<ul style="list-style-type: none"> - Ofsted reports and evaluations - Family of Schools - JESS cluster support -Magic Breakfast donations 	<p>Staffing salaries</p> <p>Equipment</p> <p>Consumables (food)</p> <p>Tracking closing gaps in attainment</p>	10k	DHT/ PE lead	Half termly
	2k			2k		
	nil					
	9. Supporting learning at home through remote learning provision and homework	<ul style="list-style-type: none"> - DfE remote learning guidance Greenmount's contingency and Remote Learning Plan -Seesaw - Government devices and local demand - Various academic research 	<p>Classes (staffing salaries)</p> <p>Equipment</p> <p>Resources / consumables</p>	11k	DHT/FSW	Half termly
	5k			5k		
	2,880K					
	10. Attendance at twice yearly Parents Evenings (virtual and face to face)	<ul style="list-style-type: none"> - Building good relationships with 'client group' is always successful 	<p>Scheduled events organised by FSW and subject leaders</p>	2k	HoS	As req'd
	2k			2k		
4. ENRICHMENT ACTIVITIES	11. Inquiry based curriculum Leeds Arts and Galleries Gold Package	<ul style="list-style-type: none"> - Direct experiences back fill for limited early language and cultural (UK) development 	<p>Leeds Art and Galleries Gold Package</p> <p>Fares / clothing / consumables</p> <p>/Accommodation/Trips</p>	3k	HoS	termly
				10k	Humanities lead	



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	12. Pupils end points - tracking progress	Summit and end points to assess knowledge and skills in foundation subjects.	Impact on explanatory language; writing – closing gaps	nil	HoS/Humanities lead	Half termly
	13. Records and Logs	Financial accountability	audit	nil	HoS	Half termly
	14. Communications	Ensure that parents know their entitlement in this school.	Documentary records Greater take up	Nil nil	HoS	Half termly
5. IMPROVED ATTENDANCE	15. Attendance officer/FSW	2 separate roles due to needs to school	Closing gaps in attainment	Included above	AO	Half termly
	16. Records and Tracking	General accountability CPOMs	Pupil Voice (formal and/or informal) audit	nil	AO	weekly
	17. Continued support for families and pupils with social, emotional and health needs	- FSW - Attendance officer -Referrals to the Jess cluster	JESS cluster referrals and reports. Parent feedback. Improved attendance and communication with parents.	10k	FSW	As req'd
			Total	£209,880		