

# Pupil premium and Covid recovery 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	Greenmount Primary School
Number of pupils in school	416 (YR-Y6)
Proportion (%) of pupil premium eligible pupils	37% 153 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022
Date this statement was published	November 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Lisa Dixon
Pupil premium lead	Angela Lee
Governor / Trustee lead	Robin Goldring

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,920
Recovery premium funding allocation this academic year	£22,185 (£145 per PP pupil)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£280,105

# Part A: Pupil premium strategy plan

## Statement of intent

- By combining the PP funding and Covid recovery funding, our disadvantaged pupils will make as much progress as other pupils and the gap will continue to close thus closing the gap with national data.
- At Greenmount Primary School we have high aspirations and ambitions for our children, and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential; mainly communication skills and low levels of parental involvement. At Greenmount, we are committed to 'diminishing the gap' between vulnerable pupils and their peers. The pupil premium forms a vital part of this process.
- Furthermore, we aim to provide them with an engaging and broad curriculum and access to a variety of enrichment opportunities.
- We take a graduated approach and support all our pupils through quality first wave teaching and then through targeted support for our disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Communication skills, especially the development of early oral language, tend to be lower for pupils eligible for PP than for other pupils, which slows progress in other years.
2	Reduced reading comprehension, especially in KS2, due to limited receptive vocabulary.
3	Reduced writing skills due to limited language acquisition and real-life experiences.
4	Reduced social and emotional development of PP pupils impacts on their readiness to learn.
5	Reduced reasoning skills due to lower language acquisition, resulting in lower attainment in maths compared to 'other' children nationally. This is improving but not where it should be yet.
6	Persistent Absence and lower punctuality rates are lower for PP pupils than for other pupils, this affects their attainment.

7	Parental engagement for some PP pupils is not as strong as for other pupils, (ie completion of homework and reading at home) and this affects attainment. Parental awareness and opportunities to support children in English is limited due to parent's first spoken language may not be English.
8	Pupils have limited experiences beyond their home life and immediate community.

## 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>Pupils with early communication difficulties will be quickly identified and support put in place to close the gap with those pupils on track.</p> <p>Ensure targeted pupils receive high-quality interventions monitored by EYFS leader and SENDCo.</p>	<p>Speech and Language tracker will show the vast majority of pupils have made expected or accelerated progress in the area of Speech and Language.</p> <p>Analysis of interventions will show that they have had a positive impact on the pupils' speech and language skills and has helped in accelerating their progress in this area.</p>
<p>Improve attainment and make rapid progress in reading in KS1 and KS2.</p>	<p>Summer 2022 data will show that pupils eligible for PP funding have made rapid progress in both YR classes in reading by the end of the year resulting in a GLD closer to National.</p> <p>Half-termly English hub phonics assessments and screening checks will show the vast majority of pupils making rapid progress. Analysis of results will inform future teaching and interventions.</p> <p>Summer 2022 data will show that pupils eligible for PP funding will have reached age related expectations at the end of KS1 and KS2 in reading. Phonics interventions in KS2 will ensure pupils fill gaps in knowledge</p>
<p>Improve attainment in writing across school in EYFS, KS1 and KS2.</p>	<p>Summer 2022 data will show that pupils eligible for PP funding have made rapid progress in both YR classes in writing by the end of the year resulting in a GLD closer to National.</p> <p>Summer 2022 data will show that pupils eligible for PP funding will have reached age</p>

	related expectations at the end of KS1 and KS2 in writing.
Pupils with identified social and emotional needs are well supported by school staff so that the needs are removed or alleviated.	Teachers, SENDCo and family support workers identify and support pupils to alleviate barriers to learning through counselling, art therapy, social interaction groups and the use of outside agencies.
To increase attendance rates for Pupil Premium pupils.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to beyond 96%.
Improve attainment in KS1 and KS2 in the area of problem solving within maths to close the gap with national scores.	Analysis of PUMA tests and SATs papers and results will show the gap between scores in arithmetic and problem solving have narrowed thus closing the gap of overall maths scores with National. Embedding Maths Mastery across school and the new mastery of number program in EYFS and KS1 will have an impact on outcomes
Parents will be supported by class teachers, SENDCo and family support workers to enable increased engagement with pupils' learning.	Records will show the majority of targeted parents attended curriculum meetings and workshops. 100% of parents will have attended parent consultations. Class teachers will show that the vast majority of pupils have read at home and homework tasks have been completed. Vulnerable and 'hard-to-reach' parents will be supported by family support workers and signposted to the JESS cluster.
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day, including visitors, clubs, trips and residential.

## 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: £ 90,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD from Leeds Galleries and Museums (Gold package) to implement our enquiry-based curriculum across foundation subjects.</p> <p>£7800</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	8
<p>Reading and writing leaders to support staff across KS1 and KS2 to implement our amended writing program based on the writing scheme by Jane Considine 'The Write Stuff'.</p> <p>£5150</p>	<p>Based on research from the EEF on the 7 steps of writing and incorporating work by Jane Considine.</p>	3
<p>Continued work with the Jerry Clay Reading Hub to support staff in the delivery of the 'Floppy's Phonics' scheme. Regular testing to ensure robust pupil outcomes.</p> <p>£2000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2

<p>Curriculum enrichment through visitors, trips, residentials and work with 'Bushcraft John' across school from Nursery to Y6. Staff to build bushcraft into their medium-term planning to ensure tasks are meaningful and relevant to existing learning.</p> <p>£76,000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>8</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 111,428

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths leader to oversee the 'Mastering Number' intervention run by the NCETM. Teaching staff in EYFS and KS1 to deliver the intervention. Purchase additional manipulatives for EYFS/KS1 initially.</p> <p>£400 plus £3900</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>5</p>
<p>Class teachers to work with identified</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2, 3, 5</p>

<p>pupils either 1:1 or small group one half day per week in intervention time to address gaps in learning before moving forward.</p> <p>£65000</p>		
<p>A Speech and Language Therapist to work in school one day per week to screen EYFS pupils for communication needs, and to support staff in the delivery of interventions for pupils across school.</p> <p>£11,273</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1</p>
<p>The reading leader will continue to monitor the use of the Accelerated Reader programme in KS2 as an individual reading scheme. Additional release time and training to support the delivery of the Accelerated Reader will be needed.</p> <p>£20,000</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader?utm_source=/projects-and-evaluation/projects/accelerated-reader&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader?utm_source=/projects-and-evaluation/projects/accelerated-reader&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	<p>2</p>

<p>Teachers and support staff to facilitate peer mentoring approach to edit writing of targeted pupils.</p> <p>£10000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	3
<p>EYFS staff to deliver the 'Early Talkboost' speech and language intervention to targeted pupils based on the screening tool used by the Speech and Language therapist.</p> <p>£1255</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1

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

Budgeted cost: £77,727

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'Core Therapeutics' counsellors to work in school 2 hours per week to support the emotional well-being and mental health of targeted pupils.</p> <p>£2,850</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4
<p>Continued use of the JESS Cluster to support pupils and families with social,</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	4



emotional and health needs £ 27,166		
The Attendance Officer to continue to support families to improve attendance across school. £23,358.00	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	6
Family Support Workers to facilitate communication and engagement with school and thus impact children's learning. £24,353.00	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4, 7

**Total budgeted cost: £ 280,105**

## 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.

Data taken from OTrack at the end of Summer 2021

PP vs Non-PP	ARE	Reading			Writing			
		PP	Gap	Non-PP	PP	Gap	Non-PP	
Y2	(+)	S1	50.0% (7/14)	Non-PP +5.8%	55.8% (24/43)	21.4% (3/14)	Non-PP +22.8%	44.2% (19/43)
Y3	(+)	S2	47.6% (10/21)	Non-PP +17.2%	64.9% (24/37)	28.6% (6/21)	Non-PP +6.6%	35.1% (13/37)
Y4	(+)	S3	63.6% (14/22)	PP +6.9%	56.8% (21/37)	31.8% (7/22)	Non-PP +8.7%	40.5% (15/37)
Y5	(+)	S4	53.6% (15/28)	PP +2.0%	51.6% (16/31)	42.9% (12/28)	PP 17.1%	25.8% (8/31)
Y6	(+)	S5	64.3% (18/28)	PP +16.0%	48.3% (14/29)	57.1% (16/28)	PP 19.2%	37.9% (11/29)
<b>Whole School</b>			56.6% (64/113)	PP +0.7%	55.9% (99/177)	38.9% (44/113)	PP +1.6%	37.3% (66/177)

PP vs Non-PP	ARE	Mathematics			Combined			
		PP	Gap	Non-PP	PP	Gap	Non-PP	
Y2	(+)	S1	35.7% (5/14)	Non-PP +13.1%	48.8% (21/43)	0.0% (0/14)	Non-PP +41.9%	41.9% (18/43)
Y3	(+)	S2	38.1% (8/21)	Non-PP +10.6%	48.6% (18/37)	23.8% (5/21)	Non-PP +8.6%	32.4% (12/37)
Y4	(+)	S3	22.7% (5/22)	Non-PP +25.9%	48.6% (18/37)	22.7% (5/22)	Non-PP +12.4%	35.1% (13/37)
Y5	(+)	S4	50.0% (14/28)	PP 4.8%	45.2% (14/31)	42.9% (12/28)	PP +20.3%	22.6% (7/31)
Y6	(+)	S5	60.7% (17/28)	PP 26.2%	34.5% (10/29)	50.0% (14/28)	PP +15.5%	34.5% (10/29)
<b>Whole School</b>			43.4% (49/113)	Non-PP +2.4%	45.8% (81/177)	31.9% (36/113)	Non-PP +2.0%	33.9% (60/177)

#### Attainment

The general trend shows that whilst non-PP pupils out-perform PP pupils in KS1 and LKS2, this is then reversed as they move through school in all key areas.

The vast majority of pupils made at least 6 points progress (expected progress over 3 terms) from baseline assessments to the end of the summer term despite one term of home learning and multiple bubble collapses.

Weekly intervention time (1/2 day) was introduced for all class teachers from March 2021 (schools re-opened) with whole school PPA on Friday pm to allow for a whole school deep clean. Pupil progress meetings highlighted pupils to target for 'keep up' sessions in Reading, Writing and Maths for 1:1 or small group sessions.

#### Reading

83% of pupils passed the national phonics test at the end of Y1. 55% of Reception pupils achieved the expected standard in phonics.

'Expert' teachers (one in each year group) had training on the delivery of the Accelerated Learning reading program. The book stock is well organised and has been added to. Pupils are accessing texts and reading more regularly.

### Interventions

All staff received 'Colourful Semantics' training by a speech and language therapist in March 2021. Positive feedback from teachers in using colourful semantics to support lower attainers in writing has led to it being used as part of our quality first teaching of writing approach to scaffold sentence construction. It is also used as a 1:1 or small group intervention to support speech and language development.

### Remote Learning

Engagement in remote learning using technology from 4.1.21 until 5.3.21 was as follows: EYFS 82%, KS1 85%, LKS2 85%, UKS2 94%. Teachers remained on Zoom lessons after the sessions to answer any questions from children and parents. Teachers were also able to communicate through Seesaw to give feedback and answer queries. If a bubble collapsed when school was fully open, due to the effective system of Zoom and Seesaw, teachers and pupils were quickly able to revert to remote learning to ensure learning continued and progressed. If children were isolating when school was open, tablets were provided, and work set on Seesaw.

School received 75 tablets from the government scheme. These were distributed throughout the pandemic to pupils at home who had limited access to technology, along with school Asus to enable participation in daily live lessons and completion of work on seesaw. The leasing of class iPads increased the number of laptops/tablets that can be provided to children working remotely due to isolation. Activity books purchased from Floppy's Phonics ensured all pupils had a book they could use in lessons at home. Parents were communicated with via email and text during lockdown and throughout bubble closures. More vulnerable families were targeted for weekly phone calls to ensure support could be given in a timely manner.

### Attendance

After a turbulent year, our attendance figures were 95.3% for pupils age 5+. For year groups Reception through to Y6 the figure was 95.1%. Understandably, some parents felt anxious about their children coming into school with the threat of Covid still present.

## 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
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'The Write Stuff' writing program	The Training Space
Maths Mastery	White Rose maths

## Further information (optional)

At Greenmount, we know that our PP numbers are not a true representation of our potential numbers, particularly in EYFS and KS1. We endeavour to establish accurate figures through several points of contact with parents. These include home visits on entry to Nursery and Reception, curriculum meetings and letter drops at other points during the year. We see a general increase in PP numbers as pupils enter KS2 and apply for free school meals.

Enhancing our curriculum and providing enriching life experiences is a priority this year. Covid-19 prevented extra-curricular clubs from taking place but these are now resuming. These include sewing, Lego, multi-skills, football, boxercise, chess club, choir. 34% of attendees are Pupil Premium.

Sam Mercer from Artforms teaches music to all year groups. After school he provides ukulele and keyboard tuition and supports other members of staff in leading a choir.

Sports coaches work with pupils from Y1 to Y6 during lunchtimes to develop physical skills and collaborative play.