

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	21/22 416 (YR-Y6)	22/23 418 (YR-Y6)	23/24
Proportion (%) of pupil premium eligible pupils	21/22 37% 153 pupils	22/23 35% 146 pupils	23/24
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024		
Date this statement was published	November 2021		
Date on which it will be reviewed	Autumn 2022/23/24		
Statement authorised by	Lisa Dixon		
Pupil premium lead	Angela Lee		
Governor / Trustee lead	Robert Greaves		

Funding overview

Detail	Amount		
Pupil premium funding allocation this academic year	21/22 £257,920	22/23 £263,910	23/24
Recovery premium funding allocation this academic year	21/22 £22,185 (£145 per PP pupil)	22/23 £22,330 (£145 per PP pupil)	23/24
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0		

Total budget for this academic year	21/22	22/23	23/24
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	£286,240	

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>Imbed reading practices in KS1 and KS2 to consolidate progress made at end of key stage outcomes.</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 2022/23 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>Improve attainment in writing across school, in particular in KS2.</p>	<p>Summer 2022/23 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 2022/23 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

Budgeted cost: £ 58,100

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 £2100</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</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 £4000</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 £4800</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</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>£52,000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>8</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £111,428

Budgeted cost: £129,932

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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>5</p>

Class teachers to work with identified	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3, 5
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<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>£65,000</p> <p>£ 57,064</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>£11,500</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</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>The reading leader will continue to</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader?utm_source=/projects-and-evaluation/projects/accelerated-reader&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>2</p>

monitor the reading book stock, for Years 3 and 4 in particular. 'Reading for Pleasure' scheme will be rolled out into Reception and quality texts will be used for this.

£20,000

£10,000

<p>Teachers and support staff to facilitate peer mentoring approach to edit writing of targeted pupils.</p> <p>£10000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>3</p>
<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>'Early talkboost' and 'Colourful Semantics' to be delivered by an SEND TA to YR pupils.</p> <p>£1255 £1368</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>
<p>Overstaffing in Years 2 and 6 to enable 'catch-up' interventions and smaller teaching groups to take place. Three smaller classes in Y6 every morning moving back to 2 classes every afternoon.</p> <p>£50,000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 3, 5</p>

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

Budgeted cost: £77,727

Budgeted cost: £98,208

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 £8000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>
<p>Continued use of the JESS Cluster to support pupils and families with social,</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>4</p>

emotional and health needs £ 27,166 £27,709		
The Attendance Officer to continue to support families to improve attendance across school. £23,358 £23,305	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
Family Support Workers to facilitate communication and engagement with school and thus impact children's learning. £24,353 £29,744	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4, 7
Bookbags and PE hoodies to be purchased for each pupil to ease the financial burden for parents. £7,600	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	7
Two members of staff to undergo training and become accredited Advanced Mental Health Leaders £1600	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
'Winston's Wish' bereavement support training for staff and bereavement support for pupils following the Covid pandemic. £ 250	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

Total budgeted cost: £ 280,105

Total budgeted cost: £ 286,204

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 2021 to 2022 academic year.

End of Early Years	Word Reading	Writing	Number	GLD (Good Level of Development)	
2019 (pre-covid)	64%	63%	68%	63%	
2022	64%	61%	76%	61%	
National	65% (-4% difference)				
Year 1 Phonics Screening check					
2019 (pre covid)	71%				
2022	85%				
National	75.5% (+9.5% difference)				
End of KS1 outcomes	Reading	Writing	Maths	RWM combined	
2019 (pre covid)	70%	55%	71%	53%	
2022	61%	42%	66%	42%	
National	67% (-6%)	58% (-16%)	68% (-2%)		
Year 4 Multiplication Check	Number of children achieving full marks 25/25	Average score in Year 4 (60 pupils)	Percentage of pupils achieving the average score and higher		
2022	23 = 38%	21.8	75%		
End of KS2 outcomes	GPS	Reading	Writing	Maths	RWM combined
2019 (pre covid)	67%	52%	55%	65%	35%
2022	72%	70%	61%	67%	52%
National	72%	74.5% (-4.5%)	69.5% (-8.5%)	71% (-4%)	59% (-7%)

Data taken from OTrack at the end of Summer 2022

PP vs Non-PP	ARE	Reading			Writing		
		PP	Gap	Non-PP	PP	Gap	Non-PP
Y2 (+)	S1	57.1% (12/21)	Non-PP +17.2%	74.4% (29/39)	38.1% (8/21)	Non-PP +8.1%	46.2% (18/39)
Y3 (+)	S2	50.0% (9/18)	Non-PP +11.0%	61.0% (25/41)	22.2% (4/18)	Non-PP +24.1%	46.3% (19/41)
Y4 (+)	S3	66.7% (14/21)	Non-PP +12.1%	78.8% (26/33)	52.4% (11/21)	Non-PP +8.2%	60.6% (20/33)
Y5 (+)	S4	72.0% (18/25)	PP +9.1%	62.9% (22/35)	56.0% (14/25)	PP 10.3%	45.7% (16/35)
Y6 (+)	S5	57.1% (16/28)	Non-PP +4.1%	61.3% (19/31)	53.6% (15/28)	PP 11.6%	41.9% (13/31)
Whole School		61.1% (69/113)	Non-PP +6.5%	67.6% (121/179)	46.0% (52/113)	Non-PP +2.0%	48.0% (86/179)

PP vs Non-PP	ARE	Mathematics			Combined		
		PP	Gap	Non-PP	PP	Gap	Non-PP
Y2 (+)	S1	66.7% (14/21)	PP 5.1%	61.5% (24/39)	38.1% (8/21)	Non-PP +2.9%	41.0% (16/39)
Y3 (+)	S2	50.0% (9/18)	Non-PP +13.4%	63.4% (26/41)	22.2% (4/18)	Non-PP +24.1%	46.3% (19/41)
Y4 (+)	S3	61.9% (13/21)	Non-PP +7.8%	69.7% (23/33)	52.4% (11/21)	Non-PP +5.2%	57.6% (19/33)
Y5 (+)	S4	64.0% (16/25)	PP 4.0%	60.0% (21/35)	52.0% (13/25)	PP +9.1%	42.9% (15/35)
Y6 (+)	S5	53.6% (15/28)	Non-PP +1.3%	54.8% (17/31)	46.4% (13/28)	PP +7.7%	38.7% (12/31)
Whole School		59.3% (67/113)	Non-PP +2.7%	62.0% (111/179)	43.4% (49/113)	Non-PP +1.9%	45.3% (81/179)

Attainment – whole school

Outcomes at the end of Early Years at the end of 2022 were broadly in line with those at the end of 2019 with 61% of pupils achieving GLD. The gap between school and national has closed to –4%. 83% of Reception pupils achieved the expected standard in phonics.

End of KS1 outcomes were lower than that of 2019 at 42%. Year 2 pupils were heavily affected by Covid lockdowns during their time in Reception and Y1. 85% of pupils passed the national phonics test at the end of Y1.

Outcomes at the end of KS2 improved greatly from 2019 with a RWM combined score of 52%. This was a gain of 17% from 2019. The gap between school and national has closed to –7%. The biggest gains in KS2 were in reading with an 18% increase from 2019.

Attainment – Pupil premium

The general trend shows that whilst non-PP pupils out-perform PP pupils in KS1 and LKS2, there is some reversal of this in Years 5 and 6 in some key areas. The vast majority of pupils made at least 6 points progress (expected progress over three terms). The above data does not show how the gap closes over time, however. As pupils move through school from Year 1, the gap between PP and non-PP pupils diminishes in reading, writing and maths, by as much as 12% (Y1 – Y3 maths).

Interventions

All staff received ‘Further Colourful Semantics’ training by a speech and language therapist in Summer 2022. ‘Colourful Semantics’ is embedded as a writing approach in Y1, particularly in the Autumn term. The approach is also used as a writing intervention with pupils who need extra support to structure their sentence level work in other year groups. In Reception, it is used as a 1:1 or small group intervention to support speech and language development. Developing speech and language skills in Early Years is key and ‘Early Talkboost’ groups take place weekly in Reception for identified pupils. The speech and language assessment carried out by our Sp and Lang therapist at the beginning of the school year helps us to target these pupils. Following on from our bereavement training by ‘Winston’s Wish’, a support group takes place for some Y3 pupils. Individual support is given as and when needed. ‘Provision Map Writer’ was bought and training was given to staff. This has enabled staff to keep an accurate record of the varied interventions pupils are receiving and the impact of those. Weekly intervention time continued with each class teacher given half a day per week to work with targeted groups of pupils. This was covered by HLTAs covering across a year group. Pupil progress meetings highlighted pupils to target for ‘keep up’ sessions in reading, writing and maths for small group or 1:1 sessions.

Attendance

Attendance figures for 2021-2022 were as follows: 94% for pupils age 5+ and for Reception through to Y6 the figure was 93.5%. A total of 538 sessions were lost due to families taking holidays; this was something families had not been able to do the previous year due to Covid restrictions. Although Covid was still present, the X code was no longer used to record absences. Chickenpox was also a key factor for absences, especially in Reception where some pupils took up to two weeks off school.

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.