

Greenholm Primary School

Pupil Premium Strategy Statement 2020-2021

UNICEF Article 26: Governments must provide extra money for the children of families in need.

School Overview

Metric	Data
School Name	Greenholm Primary School
Pupils in school	628
Proportion of Disadvantaged pupils	29.1%
Pupil Premium Allocation this academic year	£248, 825 and £50, 320 (Co-vid)
Academic Year or Years covered by statement	Sept 2020-July2021
Publish Date	12.4.21
Review Date	12.7.21
Statement authorised by	Gill Turner/Steve Shorrock
Pupil Premium Lead	Humara Haq
Governor Lead	Steve Shorrock

Disadvantaged pupil attainment scores for last academic year 2019-2020 based on unvalidated data

Pupil Progress	Pupil Score		July 20	PP
	All	PP		
RWM	+11%	+9%	81%	71%
EXS Higher Std	+3%	-1%	16%	6%
Reading	+5%	0	ALL	PP
	+8%	-2%	85%	74%
			37%	18%
Writing	+7%	+7%	ALL	PP
	+1%	-2%	83%	76%
			19%	9%
Maths	+6%	+2%	ALL	PP
	+6%	0%	87%	76%
			30%	15%

Measure Y6	July 20	PP	Dec'20	PP	Mar'21	PP
RWM	81%	71%	75.3%	69.4%	86.5%	83.7%
Exp Std Higher Std	16%	6%	75.3%	69.4%	86.5%	53.1%
Reading	ALL	PP	ALL	PP	ALL	PP
	85%	74%	93.3 %	91.8%	93.3%	91.9%
	37%	18%	92.1%	91.8%	78.7%	75.5%
Writing	ALL	PP	ALL	PP	ALL	PP
	83%	76%	92.1%	89.8%	95.6%	93.6%
	19%	9%	89.9%	87.8%	81.1%	79.6%
Maths	ALL	PP	ALL	PP	ALL	PP
	87%	76%	76.4%	71.4%	89.9%	77.3%
	30%	15%	76.4%	71.4%	65.2%	63.3%

Pupil Premium Pupils for 2020/21

Year Group	Total Number of Pupils	Number of PP	%PP
R	90	13	14.4%
1	90	18	20%
2	86	23	26.7%
3	92	29	31.5%
4	88	25	28.4%
5	92	26	28.3%
6	90	49	54.4%
Total	628	183	29.1%

Strategy aims for disadvantaged pupils

Measure Y6	Predicted July 21 PP to (based on Mar'21 data)
RWM	71% EXS 20%GD
Reading	91.9% EXS 35% GD
Writing	93.6% EXS 30% GD
Maths	77.3% EXS 30% GD

Measure	Activity	Impact to be reviewed Jul'2021
<p>Priority area 1 - Reading. For at least 90% of PP pupils to meet Age Related Expectations in reading and phonics and at least 30% at above age related expectations, through a consistent and robust approach to the teaching of all aspects of the reading curriculum across the school</p>	<p>i) Additional teaching staff employed in each year group with extra staff in key year groups. This will increase the capacity to provide targeted group and individual support to raise standards and support the needs of the Highly Able PP especially due to lockdown and self-isolation EYFS- Additional Teacher Y1 – additional teacher Y2 – additional teacher + additional Reading Recovery Teacher (0.5) Y3- additional teacher Y4- additional teacher Y5- additional teacher Y6- additional teacher x2</p> <p>ii) TA support across school in all year groups to support with early reading and phonics iii) all staff trained in phonics to support with gaps in phonics and early reading strategies iv) raising levels of reading skills and vocabulary by ensuring all teachers are trained in appropriately to deliver good and better lessons in reading v) ensure all pupils who are entitled to PPG are identified and monitored – this could be a changing picture due to the pandemic vi) monitor progress and attainment of PPG pupils regularly vii) extra reading for pupils who are falling behind with LTS to be monitored viii) regular lesson observations, book scrutinies, learning walks , feedback and support by reading team to monitor the provision</p>	
<p>Priority area 2 - Writing. To improve</p>	<p>i) Additional teaching staff employed in each year group with extra staff in key year groups. This will increase the capacity to provide targeted group and</p>	

<p>the teaching of writing so that 90% of pupils achieve age related expectations and at least 20% achieve above age related expectations and all make good and better progress</p>	<p>individual support to raise standards and support the needs of the Highly Able PP especially in lockdown and self-isolation</p> <p>EYFS- Additional Teacher Y1 – additional teacher Y2 – additional teacher Y3- additional teacher Y4- additional teacher Y5- additional teacher Y6- additional teacher x2</p> <p>ii) TA support across school in all year groups to support with early writing and spelling iii) all staff trained in developing writing in core and non-core lessons iv) raising levels of writing skills by ensuring all teachers are trained appropriately to deliver good and better lessons in writing by monitoring lessons, books and supporting staff where gaps are emerging v)</p>	
<p>Priority area 3 – Maths. For all pupils to make good and better progress so that at least 90% achieve age related expectations and 30% achieve above age related expectations.</p>	<p>i) Additional teaching staff employed in each year group with extra staff in key year groups. This will increase the capacity to provide targeted group and individual support to raise standards and support the needs of the Highly Able PP especially in lockdown and self-isolation</p> <p>EYFS- Additional Teacher Y1 – additional teacher Y2 – additional teacher Y3- additional teacher Y4- additional teacher Y5- additional teacher Y6- additional teacher x2</p> <p>ii) TA support across school in all year groups to support with early writing and spelling iii) all staff trained in CPA maths and mastery iv) raising levels of numerical skills by ensuring all teachers are trained in appropriately to deliver good and better lessons in maths by monitoring lessons, books and supporting staff where gaps are emerging v)</p>	
<p>Priority area 4- To make effective use of the Covid-19 Catch Up Premium so that the impact of school closure on PP students is mitigated and any learning and attainment gaps are closed</p>	<p>i) Additional teaching staff employed in each year group with extra staff in key year groups. This will increase the capacity to provide targeted group and individual support to raise standards and support the needs of the Highly Able PP especially in lockdown and self-isolation ii)</p>	
<p>Priority area 5 - Wellbeing. For the teaching of PSHRE and planned early intervention to improve the wellbeing levels of all so that the school community thrives and pupils make good and better progress</p>	<p>i) to monitor attendance of PP who have high absenteeism and poor punctuality- ensure low attendees are targeted through daily contact with parents ii) half-termly review of pupils in nurture groups and to monitor attainment within class ii)to develop pupils self- regulation/ learning skills so they are able to attain better</p>	

Barriers to learning these priorities address	<ul style="list-style-type: none"> i) lack of parental support and learning resources at home ii) gaps between PP and NPP and lower attainment of PP iii) limited language and vocabulary of PP iv) poor attendance and punctuality of PP v) staff skills to support PP who have gaps in their learning vi) staff are aware of the PP pupils in their year groups and can target support appropriately and effectively vii) Interventions are well focussed and effective so pupils close gaps viii) PP lack self-regulation/learning skills and lowers their academic attainment ix) PP are more likely to have been adversely affected by the Covid-9 lockdown and school closure. They are less likely to have engaged with home learning although we invited the pupils in x) PP pupils are less likely to have new experiences 	
Projected Spending	£130,000	

Teaching Priorities for current academic year

Aim	Target	Target Date
Progress in Reading	For PP to make improved progress and to close gaps and achieve ARE and for HAPP to achieve GD	July'21
Progress in Writing	For PP to make improved progress and to close gaps and achieve ARE and for HAPP to achieve GD	July'21
Progress in Mathematics	For PP to make improved progress and to close gaps and achieve ARE and for HAPP to achieve GD	July'21
Phonics	For PP to make improved progress and to close gaps and achieve ARE and for HAPP to achieve GD	July'21
Well-Being	For pupils in nurture groups and sports clubs to make improved progress For PP attendance and punctuality to be improved and be in line with National Average	July'21

Targeted academic support for current academic year

Measure	Activity	Impact to be reviewed Jul'2021
Priority area 1 - Reading. For at least 90% of PP pupils to meet Age Related Expectations in reading and phonics and at least 30% at above age related expectations, through a consistent and robust approach to the teaching of all aspects of the reading curriculum across the school	<ul style="list-style-type: none"> i) Support key children who are off track with reading in KS1 with an intensive Reading Recovery Programme ii) Target support due to lockdown or self-isolation through ensuring home learning is effective and supports the needs of all pupils especially PP pupils iii) additional adult led interventions, co-ordinated through provision maps monitored and assessed regularly to ensure gaps are being closed iv) Phonics embedded with appropriate reading scheme to support learning 	

Barriers to learning these priorities address	<ul style="list-style-type: none"> i) pupils having to self-isolate and at home due to lockdown ii) lack of support from home iii) lack of parental knowledge and engagement iv) gaps between PP and NPP 	
Projected spending	£50,000	

Wider Strategies for current academic year

Measure	Activity	Impact to be reviewed Jul'2021
Priority area 4 - Wellbeing. early intervention to improve the wellbeing levels of all so that the school community thrives and pupils make good and better progress	Develop social and emotional support for PP children through: <ul style="list-style-type: none"> i) sport and health mentors providing enriched extra-curricular opportunities to raise self-esteem, self-regulation and well-being ii) Providing play therapy to support children one-to-one, group and parent sessions to support with well-being, self-regulation iii) Additional staffing and training to develop nurture programmes, supporting children's emotional health and well-being and social interaction with self regulation, emotional and social well-being iv) Employing an inclusion assistant who has responsibility for co-ordinating an increase in attendance and punctuality for PP children through liaison with parents to support attendance v) Employing forest school teacher to support with outdoor education to support with emotional and social well-being vi) Peripatetic Music Tuition to promote personal development, self-regulation and learning skills vii) educational visits and school trips (when possible) to contribute towards academic success and participate in life enhancing experiences raises aspiration viii) 	
Barriers to learning these priorities address	<ul style="list-style-type: none"> i) supporting children who have additional emotional needs or inconsistent attendance to ensure they are in school and able to learn ii) lack of home support and parental understanding iii) parents unable to come into school as before for looking at books during Parents' Evening 	
Projected Spending	£50,000	

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	ensuring additional staffing levels provide appropriate impact on attainment and progress of the cohorts they are working with staff have skills and understanding through CPD ensuring teaching is targeted and takes into account starting points for individual pupils as well as "lost learning" due to Covid-19	Use of assessments completed across school w/c 8.3.21 New maths planning to take account of 'lost learning' New reading planning to take account for 'lost learning' Amending theme and science teaching to allow for application of skills across the curriculum Performance management identifies clear attainment/progress targets, identifies strategies to achieve this and then impact monitored planned staff CPD support from SLT in planning, monitoring, team teaching
Targeted support	identifying key children, ensuring their specific needs can be met staff understand the needs of the pupils and have the skills to close the gaps	staff training to develop skills needed to support PP and their needs interventions are monitored by SLT to ensure gaps are closed
Wider strategies	ensuring social and well-being pupils needs are met with appropriate and effective interventions parental illiteracy in digital education to support pupils	staff training linked to PP/Vulnerable children gives staff overview of additional provision and gives a platform for them to recommend key children parent illiteracy in digital education addressed through online video presentation sessions
Projected Spending	£50,000	

Review: last year's aims and outcomes

Aim	Outcome																				
Progress in reading and writing	Due to the pandemic there was a dip in attainment and progress <table border="1"> <thead> <tr> <th></th> <th>2019</th> <th>PP</th> <th>2020</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>RWM</td> <td>85</td> <td></td> <td>81%</td> <td>71%</td> </tr> <tr> <td>R</td> <td>86%</td> <td>85.7</td> <td>85%</td> <td>74%</td> </tr> <tr> <td>W</td> <td>94%</td> <td>89.3</td> <td>83%</td> <td>76%</td> </tr> </tbody> </table>		2019	PP	2020	PP	RWM	85		81%	71%	R	86%	85.7	85%	74%	W	94%	89.3	83%	76%
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Other improvement of attendance and punctuality	Due to the pandemic there was a dip in attendance																				