



Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the 2022 to 2023 academic year 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	Greenleas School
Number of pupils in school	718
Proportion (%) of pupil premium eligible pupils	8% (YR-4)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Rebecca Clarke
Pupil premium lead	Sarah Horne
Governor / Trustee lead	Sanchia Davidson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,540
Recovery premium funding allocation this academic year	£1,704
NTP funding	£4,249
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery 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	£77,493

Part A: Pupil premium strategy plan

Statement of intent

All maintained schools receive extra funding from the government to help improve the attainment of disadvantaged pupils. It is designed to allow schools to help disadvantaged pupils by improving their progress, however schools are expected to focus equally on academically able children from disadvantaged backgrounds. .

At Greenleas our strategy is to use a tiered approach across 3 areas of provision, based on research from the Education Endowment Foundation. These 3 tiers are:

- Quality first teaching – ensuring consistency of approach and quality of education for both disadvantaged and non-disadvantaged children, particularly in the core subjects giving all children solid foundations on which to build their future learning.
- Targeted support – using our detailed pupil tracking systems individual needs of disadvantaged children are identified and addressed through specific intervention.
- Wider approaches for education recovery such as the National Tutoring Programme and RADY (Raising Attainment for Disadvantaged Youngsters).

The overall aims of our pupil premium strategy are:

- To provide all children including the most disadvantaged with excellent teaching all the time, reducing the opportunity for gaps to appear
- To address specific gaps in learning through targeted and timely intervention with proven outcomes
- Empower staff to take responsibility for disadvantaged children’s outcomes, by sharing effective practice so that expectations are raised, and their profile remains high
- To improve the environment and broader experiences for all children based on strong relationships with them and their families, and the knowledge of their needs that this builds.

Challenges

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

Challenge number	Detail of challenge
1	Delayed or under-developed language skills identified in Early Years leading to gaps in vocabulary and impact on phonic acquisition, and development of Communication and Language.

2	Regular formative and summative assessments show slower rates of phonic learning. Often disadvantaged children have difficulty retaining new phonemes impacting their ability to blend new words. This causes delays at KS2 as children lack phonic fluency so struggle to develop comprehension skills. This then delays writing progress.
3	Formative and summative assessment shows numerical and procedural fluency develops more slowly in disadvantaged children, impacting their progress through maths learning to more complex problem solving. Poor memory contributes to cognitive overload.
4	Disadvantaged children struggling to separate from carer or arrive at school on time due to routine co-dependence or conversely emotional neglect during lockdown and beyond impacting attendance, punctuality and readiness to learn.
5	Poor behaviour at unstructured times due to reduced social experience or input during these exchanges. Lack of engagement with physical activity after lockdowns and reduced access to parks, play areas and exercise impacting mental wellbeing, gross and fine motor skills. and for some, weight gain or low self esteem. Limited range of experience beyond the curriculum. Low experience of collaborative and physical play for EYFS age children.

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
Raising Attainment for Disadvantaged Youngsters (RADY)	A whole school approach to closing the gap which directly links to the school's target setting, tracking and monitoring systems aimed at Senior Leaders. Focusing on closing the academic gap through changing the way in which the school sets targets. <u>RADY Evidence</u>
Improved speech, language and communication	Children can be understood Barriers to making phonemes understood removed Improved phonic knowledge and ability Vocabulary widened Empowerment through communication Stronger relationships with adults and peers
Improved reading attainment for disadvantaged pupils	At pupil progress meetings Greater number of children achieve phonics check in Y1 and Y2 All disadvantaged children without SEND achieve by Y2 New "Love of Reading" approach inspires reading beyond phonics

	KS2 reading outcomes reflect disadvantaged children have made progress toward or achieved the expected standard
Improved writing attainment for disadvantaged pupils	At pupil progress meetings Greater number of children achieve ARE in writing in Y2 and Y4 Disadvantaged children who achieve ARE in Y2 sustain this to Y4
Improved maths attainment	At pupil progress meetings Improved procedural and numerical fluency is evidenced through better problem solving and triangulated through work scrutiny, leading to higher percentage working at the expected standard
Embedded learning	Opportunities to revisit key knowledge with identified children through intervention Children remember more Children are more confident Children can apply knowledge Progress towards or achievement of expected standard
Improved attendance and punctuality	More opportunities to learn – children access registration learning activities Ready to learn – children start the day well PPG children at least 96%
Positive playtime / unstructured time / free time experiences	Healthier more alert children Improved mental wellbeing Conflict resolution improved Gross and fine motor improved Physical Development for EYFS improved PSED for EYFS improved Broader range of experience beyond curriculum

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: £ 3250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff CPD with a focus on phonics</i>	Building on last year's whole school Bug Club phonics training, this year provide	2

	Rapid Phonics (catch up training) and associated resources.	
<i>Staff CPD with a focus on writing</i>	Building on last year's whole School Talk4Wrting, this year focus on shared and short burst writing which is tailored to identified gaps	2
<i>Number Sense</i>	Number Sense Maths is informed by research into how high and low attaining children develop number sense, and how they solve and learn addition and subtraction facts. Pupils must have automatic recall of a core set of multiplicative and additive facts to enable them to focus on learning new concepts. DfE Mathematics Guidance	3
<i>E Library</i>	Range of electronic phonics books to match phonic ability. Phonics has a positive impact overall and the teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Phonics Toolkit Strand Education Endowment Foundation EEF	2
<i>Bug Club And Rapid Phonics</i>		2
<i>TeachHub Cracking Comprehension</i>	Scheme of work with strategies which focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Reading comprehension strategies EEF	2
<i>KS1 and KS2 books for reading beyond phonic confidence and developing a love of reading.</i>	Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. Following the recent Reading Framework, implementing strategies to promote the love of reading and reading wider. Phonics Toolkit Strand Education Endowment Foundation EEF Reading Framework	2
<i>Numbots</i>	Numbots rehearses pupils in how to use efficient mental calculation strategies so that they can move beyond counting on their fingers to add and subtract two-digit numbers. Pupils must have automatic recall of a core set of multiplicative and additive facts to enable them to focus on learning new concepts.	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1:1 and small group catch-up tuition 3 hours per week</i></p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It is targeted at specific needs and knowledge gaps both 1:1</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>and in small groups</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3 and 2</p>
<p><i>Speech therapy</i></p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. Overall, studies show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>EEF Early Years Toolkit</p>	<p>1</p>
<p><i>Specific interventions including:</i></p> <ul style="list-style-type: none"> <i>Lift off to language</i> <i>Wellcomm</i> <i>Maths</i> <i>Reading</i> <i>Phonics</i> <i>Fine Motor</i> <i>Sensory circuits</i> <i>Rainbow Road</i> <i>Talkabout</i> <i>Legotherapy</i> <i>Art Therapy</i> <i>Handwriting</i> <i>Intervention tables</i> 	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It is targeted at specific needs and knowledge gaps both 1:1</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>and in small groups</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>

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

Budgeted cost: £24,243

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance at Before and after school club</i>	Tracking individual pupil attendance evidences that this improves when children attend BASC – case studies.	4
<i>Lunch club</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning	5
<i>After school activities and visits including Arts Participation</i>	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts Participation EEF	5
<i>Pastoral staff</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning	5
<i>Zones of Regulation</i>	Teaching children to think about their own feelings and learn ways in which they can regulate themselves and their peers with their emotions so they are better prepared to learn. EEF Metacognition and Self-Regulation	4 and 5

Total budgeted cost: £ 77,493

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 2022 to 2023 academic year.

Early Years Outcomes in Summer 2023 continue to be lower than in the years before the pandemic at 67% (compared with 74% last year, and 80% pre Covid), which is in line with the local authority for 2023, and higher than national 2022 at 65.2% (New data released on November 90th). For disadvantaged children 38% or 3 of 8 children achieved a GLD.

For 2023-24 we need to raise aspiration for PPG children with our without SEND, and ensure a stimulating environment supplemented with targeted intervention closes gaps in learning.

In KS1 74 % of a cohort of 117 passed the phonics check including 38% of PPG children. Again this is lower than pre-Covid when 80 – 90% of children would achieve the required standard. Of the 16 children who retook the check in Year 2, 5 were PPG and 4 passed or 80%.

For 2023-24 we need to sustain our success rate with the Phonics recheck through the Rapid Phonics intervention programme so that PPG children can access the world of reading.

Moderated outcomes for Y2 showed that for all children, outcomes in Reading, Writing and Maths were 80%/27%, 72%/11% and 77%/20% for ARE/GDS. For the 12 PPG children the outcomes were Reading 58%/8%, Writing 41%/8% and for Maths 58%/8%.

For 2023-24 small group catch-up tuition is restarting and aims to narrow the gap between PPG and non-PPG children.

In the full academic year 2022/23 overall attendance was 94.1% with authorised absence at 3.9% and 0.9% unauthorised. For PPG children attendance was at 83%. We need to track the correlation between attendance and achievement to include in conversations with parents and carers.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.