

# Green End Pupil Premium 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	Green End Primary
Number of pupils in school	484
Proportion (%) of pupil premium eligible pupils	35.7%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	14/12/21
Date on which it will be reviewed	22/6/22
Statement authorised by	Lisa Vyas
Pupil premium lead	Jeff Harriott
Governor / Trustee lead	Jenny Gawne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,866
Recovery premium funding allocation this academic year	£44,612
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	£283,478

## Part A: Pupil premium strategy plan

### Statement of intent

- The focus this year is strongly focused on aspects where pupils missed out as a result of lost learning due to COVID. Despite the Trust lockdown provision of quality home learning opportunities, a range of frequent teacher contact with children and parents and a range of targeted support visits, a high number of pupils have been adversely affected, particularly noticeable for those disadvantaged pupils.
- This year's funding is tightly focused on learning, pastoral and broadening experiences. This dovetails with the additional use of a tutoring model, which is delivered by school-based staff, utilising school led tutoring funding and some identified COVID related savings from the 2020-21 budget. We will top up funding on these areas from our surplus to ensure these objectives are properly funded.
- The focus is to ensure that key identified areas which were most prevalent in terms of negative impact of school closure and lockdowns, are addressed with additional targeted responses. The key areas identified through our pupil premium audit, towards the end of 20-21 included EYFS children's speech and language, KS1 reading, Key stage 2 writing and mathematics both basic skills and application.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Academic performance</b> Assessments, observations, book scrutiny and pupil progress meetings have shown that disadvantaged children across the school falling behind their peers. This has also been seen nationally. On entry to Nursery our disadvantaged pupils arrive below or well below age-related expectations compared to other pupils. This gap remains steady to the end of KS2.
2	<b>Reading</b> Assessment, observations and discussions have suggested that children from disadvantaged backgrounds have fallen behind their peers in their reading attainment. This has also been shown nationally. This has significantly affected the younger children in the school and can be seen in a high percentage drop in attainment in Year 1.

3	<p><b>Oral communication</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary deficit. These are evident from Reception through to KS2 and in general, are much more prevalent among our disadvantaged pupils. Children are entering the school with oral communication skills well below their ARE and below comparative year groups from previous cohorts.</p>
4	<p><b>Attendance</b></p> <p>Attendance is always a key component for children achieving to their capabilities. Throughout the COVID period attendance has become a greater challenge. Children have missed a number of sessions needing to isolate so regular attendance is key to their recovery and reaching their potential.</p>
5	<p><b>Missed enrichment opportunity</b></p> <p>Throughout the COVID period the opportunities within school to broaden horizons have been missed due to trips not being able to go ahead. This has been compounded with children not being able to access enrichment opportunities from home as well. This has resulted in children not having the range of language and experience to support their oral development and their academic achievement, resulting in them falling further behind.</p>
6	<p><b>Parent engagement</b></p> <p>Parent engagement over the lockdown periods varied but was particularly low in disadvantaged groups, with many reporting challenges in understanding the learning and / or managing to motivate their children. This despite an immense level of targeted teacher support in such cases. Parent engagement to support children achieve effectively continues to be a challenge. This was particularly evident through the lockdowns and was something that required a detailed coordinated response. This bespoke provision remains in place with several families still accessing this additional support.</p>
7	<p><b>Swimming</b></p> <p>Year 5 missed the opportunity to attend swimming lessons in year 4, resulting in most of the year group not completing safety and distance swimming marks.</p>

## 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, and the attendance gap between</li> </ul>

	<p>disadvantaged pupils and their non-disadvantaged peers being reduced</p> <ul style="list-style-type: none"> <li>the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being no lower / in line with their peers.</li> </ul>
Improved maths and writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the outcomes for disadvantaged pupils are in line with the expected standard in maths and writing.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that the outcomes for disadvantaged pupils are in line with the expected standard.
Increased parental engagement	<p>By 2025</p> <p>Through parent voice barriers from the pandemic have been overcome - improving parental engagement through increased access to school.</p> <p>Previous work with parents such as parental workshops re-established.</p>

## 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: £218,592

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 GE– additional teacher so classes are 20	This approach has been taken in the previous year as a result with lower class numbers we have seen that the teacher has been able to target children, particularly pupil premium children more effectively. This has resulted in year on year improvement in our KS2 SATs attainment levels for disadvantaged children. Internal data also reinforces this approach. It has also proven an effective transition tool to support vulnerable children in year 6 develop new relationships in order to be ready for high school as reported by returning students.	2,1
English & Mathematics – KS2 In class support, challenge, targeting Large contribution towards the cost of KS2 Teaching Assistants – Year 3,4,5	This approach has been taken in the previous year as a result we have seen that the teacher and the TA have been able to target pupil premium children, allowing them to build confidence, develop fluency and apply knowledge. The internal data has shown a closing of the gap between the disadvantaged children and their peers. Teaching assistant interventions EEF <a href="http://educationendowmentfund.org.uk">educationendowmentfund.org.uk</a>	1
EYFS / KS1 Reading Teaching Assistants to ensure that every child get heard read every day in Reception, Year 1 and 2 and Nursery support for Spring term onwards.	The Reading Teaching Assistants model means that every child is heard read every day. This makes a significant difference to reading progress and attainment for all children. For all year groups specific pupil premium children have additional support from the Reading Teaching Assistants to ensure that they are keeping pace with ARE. Reading Comprehension strategies EEF <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1,2
EYFS Low baseline on entry support through	In previous years, having an additional member of staff in the nursery to support the social and emotional learning development of our children as	1,2,3,4, 6

<p>additional TA for the year in nursery. this is to support development of social and emotional needs, academic catch up, parent interaction and attendance</p>	<p>they start the school, has resulted in children developing their social and emotional skills in order to access learning. This has been evident in observation and discussion and the academic progress the children have made as a result of being able to access the learning.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social And Emotional Learning Strategies EEF (education endowment foundation.org.uk)</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £44,612 (Actual spend: £82,271)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employing a speech and language intervention TA and training of key staff on NELI program</p>	<p>Oral language interventions have a positive impact on pupils' language skills, particularly in areas of high deprivation. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (education endowment foundation.org.uk)</a></p> <p>Furthermore, we have used internal staff which means they know the school, children and systems in place, and have a clear understanding of the community they work within.</p>	<p>3</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps are an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Teachers overseeing these interventions allow the tuition to be personalised to the child/ren as well as in line with their classroom learning, to ensure application is maximised.</p>	<p>1,2</p>

<p>Supply teacher additional costs for releasing teachers for interventions. Teachers to have half a day a week to run their own interventions until the Easter break. This is to target children after exploring gaps from assessments.</p>	<p>We have run this intervention for a number of years after trailing different strategies. This had the biggest impact of any strategy we had tried, as the class teacher had the greatest knowledge of the needs of the children. The results of internal assessments and those of previous external assessments showed that the gap between disadvantaged and non-disadvantaged children had closed.</p> <p>The time allocation this year has increased from 1 hour per class to half a day per class. This was initially set to run until Christmas, but the feedback from staff and the evidence in terms of impact on progress was positive, so this has been extended to run until Easter.</p>	<p>1, 2</p>
<p>Catch up swimming programme year 5. The current year 5 missed their swimming lessons in year 4 and as a result most of the year group have not achieved the required distance and safety in swimming.</p>	<p>Due to lock down the majority of our children have not participated in any swimming lessons. Early indicative signs are that Y5 will have completed the NC curriculum requirements for swimming and equalled if not achieved better than previous cohort's attainment.</p>	<p>7</p>

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

Budgeted cost: £20,274

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent support for target disadvantaged families, PSA 1 day a week in each school	<p>The PSA supports specific disadvantaged families and through the high level of skill that she brings to the role is able to really support provision and improve outcomes for these children and families. Her remit includes supporting financially, with parenting techniques, with housing issues and with wider agency support. Families who she supports gain huge benefit from her involvement and the measures of impact: stability, welfare, attendance etc are all demonstrably improved.</p> <p>Parental engagement EEF  <a href="http://educationendowmentfund.org.uk">educationendowmentfund.org.uk</a></p>	6
Attendance support and challenge for targeted families – 2 days a week	<p>School's attendance data prior to the pandemic was inline/ better than national average, therefore systems in place proven- needed relaunch after Lockdown</p> <p>Parents/ children openly value the incentives for good attendance which the support facilitates</p> <p>Evidence shows PP pupils attendance is in line with those pupils who are not PP and their attendance data is comparative to the national picture</p> <p>Intensive work from the Attendance officer has resulted in better attendance for families including those who are PP</p>	4
Enrichment opportunities through Children's Charter ensures that all children leave our schools with a minimum number of key experiences – fully funded.	<p>Our Children's Charter is a vision that aims to extend children's horizons and experiences so that by the time they leave our schools they will have experienced trips in each year group which include natural world experience: farm, first, seaside, countryside etc alongside cultural and arts events: live orchestra, theatre and sporting events.</p> <p>This is an incredibly valued and impactful initiative and gives the children such memorable experiences that stay with them and really do broaden perspectives.</p>	5

**Total budgeted cost: £283,478 (Actual spend: £321,137)**

## 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.

Due to the restrictions of COVID-19 the pupil premium spend was mainly focused on “quality of teaching for all”. The beginning of the year, through observations, discussions and the autumn assessment point, indicated that the effect of the pandemic on the children was significant, particularly so for children from disadvantaged backgrounds and particularly for children lower down in the school. School closures and isolation periods meant that children missed significant time in school. While staff were relentless with the support given when children were at home; including parent and child support, online teaching, support videos, regular phone calls and doorstep visits, engagement from families was mixed and in particular children from disadvantaged backgrounds.

While the performance measures were not published for the year 2021/21, internal data showed positive progress throughout the year. The End of Key Stage data for KS1 and 2 were both very favourable in comparison to 2019 National outcomes. The disadvantaged children made progress broadly in line with their peers and achieved comparable outcomes. The summative points of assessment throughout the year showed a narrowing of the gap between disadvantaged and non-disadvantaged children from their starting points.

This was a result of early identification of children with additional gaps in learning and then the subsequent teaching and interventions. We do however recognise that there is still much to do to ensure that this gap continues to close and that learning is embedded, which will be the basis of the current plan.

Attendance remained a challenge throughout the year as children had to isolate due to their own health or through close contacts. This remains a key priority for the coming year.

Our observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues, which was added to by the bubble system in school. The impact was particularly acute for disadvantaged pupils. We used support from the Greater Manchester Mentally Healthy Schools programme. We are building on that approach with the activities detailed in this plan.

The support for parents throughout the year was a significant piece of work that required a detailed coordinated response. Actions taken to protect those most vulnerable during closure included:

- Register created for all children seen as, or raised as being vulnerable

- For LAC children we are following virtual school procedures and recording alongside our own records (no issues or concerns)
- Vulnerable children have been assigned a key member of staff who telephone on a regular basis with frequency determined by the risk assessment outcome and do home visits when required
- Food bank vouchers, food parcels and 'Make Lunch' packs have been delivered where vulnerability has been identified. Across the three schools and a few other local schools, 1,500 meals have been delivered just between March and July 2020 and many more across the following academic year.
- Additional resources for home schooling either delivered or posted • The play therapist for children who have accessed her at any point this year, is ringing them on a weekly basis
- All parents receive at least fortnightly phone calls if their child is not attending school and any vulnerability is then identified and dealt with by the Head of School and pastoral team
- Letters home to keep communication up with those children
- The contact form on the website provides access for parents to get in touch with school, alongside class email addresses for pupils
- A weekly vulnerable review meeting is held between the safeguarding officer, the EHT and Head of School to establish actions for home visits and provision

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Utilising Greater Manchester Mentally Healthy Schools programme [to train a senior mental health lead](#) and a mental health first aid team. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

Each half term leadership and class staff complete a class analysis and will make wellbeing referrals based on how children are presenting. Where children are struggling pastorally we will put in additional support - these challenges particularly affect disadvantaged pupils, including their attainment.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated the impact of previous activities in terms of why some had been impactful, to what extent and why certain activities undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at reports about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.