



## Pupil premium strategy statement – Green End Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	485
Proportion (%) of pupil premium eligible pupils	43.1%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	12/12/22
Date on which it will be reviewed	19/6/23
Statement authorised by	Lisa Vyas
Pupil premium lead	Jeff Harriott
Governor / Trustee lead	Jenny Gawne

### Funding overview

Detail	Amount
<b>Pupil premium funding allocation this academic year</b>	<b>£232,680</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### 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	<b>Attendance</b> Attendance is always a key component for children achieving to their capabilities. Throughout the COVID period attendance had become a greater challenge. Children had missed a number of sessions needing to isolate so returning to high attendance is now key to their recovery and reaching their potential. The role of the attendance worker is vital in this.
4	<b>Missed enrichment opportunity</b> With the impending cost of living crisis, we are seeing children not being able to access enrichment opportunities outside of school. Previously, 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.
5	<b>Parent engagement</b> 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.  Cost of living is having a large impact on our families. Families will be supported to access advice and/or to access support both in school and with key providers

## 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.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</li> <li>the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils</li> </ul>
Improved maths and writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes to show that the outcomes for disadvantaged pupils are in line with the expected standard in maths and writing.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes to show that the outcomes for disadvantaged pupils are in line with the expected standard.
Increased parental engagement	Increased participation in children's learning at home. Families supported effectively with cost of living support.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching

**Budgeted cost: £145,879**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional year 6 teacher to create smaller class	This is an approach we have done for a number of years. Staff feedback report they have a far greater knowledge of individual children's needs, strengths and areas for development. They report they have more time to support children effectively; they have more time to support children pastorally. They have more ability to cover the whole curriculum.  SATS results have shown that our pupil premium has consistently closed the gap on their peers. Year 6 teachers also report the workload is more manageable and therefore are happy to stay in year 6.	1,2
English & Mathematics – KS2	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	1,2

In class support, challenge, targeting Large contribution towards the cost of KS2 Teaching Assistants – Year 3,4,5	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>	
---	---	--

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

**Budgeted cost: £57,654**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS / KS1 /KS2 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. Support for targeted KS2 pupil premium children.	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> )	12

## Wider strategies

**Budgeted cost: £29,147**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent support for target disadvantaged families, PSA 1 day a week in each school	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. Parental engagement EEF_ <a href="http://educationendowmentfund.org.uk">educationendowmentfund.org.uk</a>	5

<p>Targeted monitoring of key families.</p> <p>Attendance support and challenge for targeted families 2 days a week.</p>	<p>School's attendance data prior to the pandemic was in-line/ 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>	<p>3</p>
<p>Enrichment opportunities through Children's Charter ensures that all children leave our schools with a minimum number of key experiences – fully funded.</p> <p>Opportunities to build confidence, independence, improve risk taking and develop vocabulary are given through subsidised residential visits in year 4 and 6.</p>	<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> <p>Pupils cite residential as their most significant memory of school and demonstrate significant impact on such a wide range of from physical, emotional and academic.</p>	<p>4</p>

**Total budgeted cost: £232,680**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Sustained high attendance

While all data needs to be taken in light of the impact of COVID and while there is no current data for disadvantage children, the school continues to be above local and national data. This has been a continuation of previous year's data.

- The overall absence rate for all pupils continues to be better than local and national percentages

Whole cohort	Local	National
5.84	6.35	6.20

- 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.

Whole cohort	Local	National
17.8	20.1	18.3

#### ATTAINMENT OUTCOMES

While local and national attainment figures for 2022 have to be looked at in the light of COVID, as with previous years before COVID, the disadvantaged children within school continue to make impressive progress in all areas.

#### KS2 maths outcomes

2022 outcomes for meeting the expected standard in maths show that the disadvantaged pupils are broadly in line with their peers within school, well above disadvantaged pupils nationally and above all pupils nationally.

Pupil premium	Whole cohort	National comparator	National same
81	85	78	56

#### KS2 reading outcomes

2022 outcomes for meeting the expected standard in reading show that the disadvantaged pupils are in line with their peers within school, well above disadvantaged pupils nationally and above all pupils nationally.

Pupil premium	Whole cohort	National comparator	National same
84	84	80	62

#### KS2 writing outcomes

2022 outcomes for meeting the expected standard in writing show that the disadvantaged pupils are in line with their peers within school and well above disadvantaged pupils nationally and well above all pupils nationally.

Pupil premium	Whole cohort	National comparator	National same
91	82	75	55

**Parental Engagement**

Parent voice activities have shown the barriers from the pandemic have been overcome, through increased access to school.

Previous work with parents such as in school parents evenings, attendance to assemblies and parental workshops continue to be re-established. *Targeted work with parents particularly impacted by the pandemic has been particularly impactful in terms of emotional support and financial facilitation.*

A new PTA has also been set up and is engaging a greater group of parents in school life.

## Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation Education Limited