



Greenhaugh Primary School - 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 | Greenhaugh Primary School |
| Number of pupils in school | 20 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 to 2022 |
| Date this statement was published | 8 th November 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | Mrs Clare Crow |
| Pupil premium lead | Mrs Clare Crow |
| Governor / Trustee lead | Mrs Jenni Holland |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £6035 |
| Recovery premium funding allocation this academic year | £2000 |
| Pupil 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 | £8035 |

Part A: Pupil premium strategy plan

Statement of intent

Our objective for our disadvantaged pupils is to prioritise their achievement and maximise their potential. We have followed EEF Guidance relating to Pupil Premium and will use our funding to ensure that every class benefits from effective teaching and that children receive targeted academic support where needed. We will also address any other barriers to success, such as attendance, behaviour and social and emotional support.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | SEMH issues |
| 2 | Children not at ARE for reading and maths |
| 3 | Behaviour issues around transition and unstructured times e.g. lunchtimes |
| 4 | Children have missed out on a wide range of experiences as a result of disadvantage and/or COVID |

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 |
|---|---|
| For children to feel happy and safe in school and able to talk about any concerns that they have. | Pupil voice will show that children are able to discuss their feelings and know what to do if they have a concern. |
| For children to be working at ARE in reading and maths in Year 1 & Year 3 | 100% of pupil premium in Year 1 to pass the Phonics screening check and meet ARE for maths for 50% of PP children to meet ARE in Year 3 (* other 50% to meet targets on SEN support plan) |
| For lunchtimes and other transitions to be calm and purposeful. | Behaviour log will show decreasing numbers of issues around these times. |
| Provide a wide range of opportunities so that all PP children have a chance to try new things and develop self-esteem | 100% of PP children will have taken part in an extra-curricular activity this year |

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: £3300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| All staff trained in RWI, Class 2 teacher taking on role of Reading Leader. | RWI is an accredited phonics scheme | 2 |
| Teaching Assistant used to cover lunchtimes | TA's strong relationships with all children will ensure early identification of behaviour issues and also offer children a familiar person to talk to. | 1 & 3 |
| Improve learning behaviours | Class teachers fully briefed by SENCO | 1 & 3 |

Targeted academic support (e.g., tutoring, one-to-one support structured interventions). Budgeted cost: £3000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------|--|-------------------------------|
| RWI interventions | Additional RWI support will ensure children are on track | 2 |
| <i>NESSY intervention</i> | Supports Y3 children with their reading and spelling | 2 |
| 1:1 maths support | 1:1 support enables children to access maths lessons and make progress at an appropriate level | 2 |

Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £1735

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| Trips in spring & summer term (COVID allowing) | Trips will enhance self-esteem through participation in a range of activities. Cultural capital developed | 4 |
| PP children will have taken part in an extra curricular activity | Extra curricular activities help build self confidence and social skills as well as developing relationships with staff | 4 |
| Free School Meals | Children receive a nutritious hot school meal which means that they are better able to learn | 4 |

Total budgeted cost: £8035

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.

A small reading group intervention benefited reading fluency.

We purchased reading books for the whole school, including Atlases and non fiction books, to increase reading standards for all.

We invested in maths equipment so that children were able to use concrete resources to help visualise and consolidate learning.

End of year data showed that $\frac{2}{3}$ of Pupil Premium Children were working at Expected standards in Reading and Maths. $\frac{1}{3}$ were Working towards expected standards.

A proportion of funding was used to supplement the cost of the school meals SLA, which maintains the provision of health meals and encourages the move from packed lunches to a hot midday meal.

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 |
|-----------|----------|
| n/a | |
| | |

Service pupil premium funding (optional)

We do not receive this at Greenhaugh Primary School

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.