



## Greenhaugh Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	<b>Greenhaugh Primary School</b>
Number of pupils in school	23
Proportion (%) of pupil premium eligible pupils	13%
Academic year that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 to 2023
Date this statement was published	30 November 2022
Date on which it will be reviewed	November 2023
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	£5180
Recovery premium funding allocation this academic year	£2000
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	£7180

## 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 are not at ARE for reading, writing 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, writing and maths in Year 2 & Year 4	100% of pupil premium in Year 2 to meet ARE for reading, writing and maths, for 50% of PP children to meet ARE in Year 4 (* 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: £4300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to access teacher led reading and maths sessions at their academic level as opposed to year group level.	This will enable children to fill any gaps in their understanding and creates strong foundations for future progress. RWI used with Year 2 and 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. SENCO to work 1:1 as needed on Zones of Regulation.	1 & 3
Fortnightly Forest School sessions	Forest School sessions provide a safe space for our children, allowing them to develop skills that they are already confident in, and providing opportunities to build relationships with others.	1,3 & 4

### Targeted academic support (e.g., tutoring, one-to-one support structured interventions). Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI interventions	Additional RWI support will ensure children are on track	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: £880**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips throughout the year (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: £7180**

## 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.

Our end of year data showed that 100% of PP children passed the phonics check and 50% of Year 3 children were working at ARE (as predicted).

SEMH issues were addressed and there were no suspensions or exclusions.

All PP children were offered a place in extra curricular clubs. 66% of the children took up the offer.

Children took part in trips to Vindolanda, Aydon Castle, Hexham Book Festival, a theatre visit and swimming. All children took part in partnership PE competitions.

A proportion of the funding was used to supplement the cost of the School Meals SLA, which maintains the provision of healthy 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.*