

Pupil premium strategy statement

This statement details Greswell Primary 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	405 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	John Cooper
Pupil premium lead	Donna Whiteley
Governor	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,640
Recovery premium funding allocation this academic year	£34,903
Pupil premium funding carried forward from previous years	£16,287.25
Total budget for this academic year	£267,830.25

Part A: Pupil premium strategy plan

Statement of intent

Context of the school

Greswell is a large community school located in Denton, five miles east of Manchester city centre. The school is located on the border of a large, social housing estate and a private housing estate. Most children enter the reception class below the level expected for this age group. We attract higher than national average SEND pupils and disadvantaged pupils.

At Greswell Primary School all members of staff and governors value the abilities and achievements of all its pupils and are committed to providing each pupil with an ambitious curriculum and extra-curricular opportunities to raise the cultural capital of our disadvantaged pupils. We recognise that each pupil is unique and will have different needs, which may well vary throughout their time in the school. Every pupil in our care is valued, respected and encouraged to become confident, well-rounded citizens. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment to enable them to be prepared for the next steps in their journey.

Our chosen approaches are research based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium Grant (PPG) to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium. We believe in maximising the use of the PPG by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Common barriers to learning for disadvantaged pupils; there can be less support at home, weak language and communication skills, lack of confidence and independence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent pupils from flourishing. The challenges are varied and there is no 'one size fits all'.

Our priorities are:

- . To narrow the attainment gap between disadvantaged and their peers.
- . To provide targeted academic support for pupils who are not making expected progress.
- . To address non-academic barriers to attainment such as attendance and behaviour.
- . To support our children's mental health and wellbeing to enable them to access learning at an appropriate level
- . To allow all disadvantaged pupils the opportunity to feel part of the Greswell family.

We aim to do this through:

- Ensuring teaching and learning opportunities meet the needs of all the pupils
- Ensuring the appropriate provision is made for pupils who belong to vulnerable groups.
- When making provision for the disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged.

- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate their pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following an analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Lack of focus, confidence and independence due to social and emotional development. Teacher referrals for mental health support has increased for pupil premium pupils AND non-pupil premium pupils.
2	Underdeveloped communication and language skills upon entry to school and vocabulary gaps from Reception to KS2.
3	Deprivation in the local area means that disadvantaged pupils in school often lack wider experiences and can struggle to engage in the curriculum due to lack of cultural capital.
4	Lack of parental engagement in some hard-to-reach families. We define parental engagement as the involvement of parents in supporting their children's academic learning.
5	Monitoring of whole school attendance data shows that our disadvantaged pupils have a high level of persistent absence and is above national average.
6	Just over 40% of pupils in year 3,4, 5 and 6 who qualify for Pupil Premium Funding are on the SEND Register.

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
The emotional developmental needs of pupils are met in order that pupils access learning, build positive relationships and become positive, resilient citizens.	Embedding of THRIVE – whole school Increase in percentages in termly class profiling Action plans created and targets met Monitor children's wellbeing and report to pastoral team if necessary
Accelerated progress in communication and language	EYFS curriculum targets communication and language supported by the Speech and Language therapist.

	Vocabulary weaved throughout our curriculum up to Year 6 Target group identified to complete the NELI intervention WELCOM intervention Teacher judgement
Children will participate in a range of activities supplementary to the curriculum. This includes regular extra-curricular clubs as well as termly curriculum enhancements to provide stimulus for learning.	Enhanced learning opportunities promoted and accessed. Uptake of extra curricular clubs increased Pupils will have increased ability to access learning independent of additional support.
Families approaching school when required and disengaged parents attending any meetings relevant to their child's learning e.g. phonics, SATs. This should result in parents supporting learning out of school to improve progress in school.	Pastoral team working closely with families offering relevant internal and external support Support from a Mental Health Team Practitioner Regular Parental Engagement activities Regular parent meetings linked to Statutory requirements e.g., Phonics Screening, MTC, KS1/2 Assessment tests Disengaged parent's attending Parent's Evenings
Attendance figures for disadvantaged pupils to be broadly in line with national and Greswell's non-disadvantaged pupils.	Monitor the disadvantaged pupil's attendance on a regular basis Attendance and behaviour meetings Update SLT regularly on PA
To ensure that pupil premium pupils with SEND make good or better progress from starting points.	Pupils have access to high quality teaching where a range of strategies are used flexibly in response to the needs of the pupils.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Disadvantaged/SEND pupils will make more than expected progress as a result of targeted provision (individual provision maps)	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with carefully selected small group and one to one intervention.	6
CPD for staff members using National College, RWI & Thrive to support all areas of teaching and learning and specific areas of need within school	See EEF research guidance report: Effective Professional Development ‘Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.’	1-3
Thrive Whole School Approach (CPD) Thrive is a leading provider of tools and training to help adults support the social and emotional development of the children they are working with.	EEF (+4) Social and Emotional Learning Three broad categories of SEL interventions can be identified: • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. Thrive has trained more than 75,000 staff in 2800 schools and reached more than 700,500 children and young people. Schools that have adopted the thrive approach have reported many benefits, including fewer disruptions in class, reduced exclusion and improved academic results.	1,4
Senior Leader to oversee the PP strategy	Successful schools ‘have clear, responsive leadership’. DfE ‘Supporting the Attainment of disadvantaged pupils: articulating success and good practice’ EEF Implementation Guide states that ‘school leaders play a central role in improving education practises through high quality implementation’ by ‘defining both a vision for and standards of desirable implementation’.	1-6

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentor	EEF (+4) Small group tuition is defined as one teacher working with three pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	6
Speech and Lang NELI TA	EEF (+6) Oral Language Interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.	2

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Greswell regularly fund enrichment opportunities which include:- .school educational visits/residential .Curriculum enhancements .school uniform	A lot of this evidence comes from feedback from pupils and parents. Having pupils who have the same opportunities as their peers enhances their experiences in school and are happier in school which impacts on their learning.	3,4

Social and Emotional Interventions (Counsellor and Relax Kids Practitioner)	EEF (+4) Social and Emotional Learning interventions seek to improve pupil's decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.	1
Thrive workers to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour	EEF (+4) SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.	1
Attendance Officer appointed to work 10 hours a week to analyse attendance and follow strict attendance procedures to raise attendance/punctuality. Inc. attendance incentives.	Embedding principles of good practice set out in the DfE's Working together to improve school attendance. The DfE guidance states 'building strong relationships with families' is important and 'where a pupil or family needs support with attendance, it is important... wherever possible the person should be kept consistent'.	4,5

Total budgeted cost:

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments. Here is an overview of the performance of our disadvantaged pupils based on the DfE performance data.

In Key Stage 1, our disadvantaged pupils are slightly below the national average for attainment at EXS+ in Reading, Writing and RWM and above the national in Maths. The disadvantaged pupils reaching GDS is slightly below national average in Reading, Writing and RWM and slightly above in Maths.

Our Key Stage 2 data shows that our disadvantaged pupils are in line with national average in RWM and Reading, slightly below the national average for attainment in Maths and Writing, and above the national average in GPS. Our disadvantaged pupils are performing better than national average at GDS level in Reading, Writing, Maths RWM and slightly below in GPS.

Year 1 and Year 2 phonics data shows that the disadvantaged pupils are attaining higher than the disadvantaged pupil's national data.

In comparison to the non-disadvantaged pupils nationally, the disadvantaged pupils are attaining below their peers. Similarly, internal data shows this to be the case too.

We looked at the KS2 data for 2022, in order to assess how the performance of our disadvantaged pupils has changed over time. The attainment gap between disadvantaged and non-disadvantaged has widened slightly in comparison to 2022 data. For example, our attainment gap in:

- Reading has widened from -10.3% to -20.2% (an increase 9.9%)
- Maths has widened from -12.9% to -24.6% (an increase of 11.7%)
- Writing has widened from 6.7% to -23.5% (an increase of 30.2%)

Despite the comparison between the attainment of disadvantaged and non-disadvantaged having a significant gap, this will be closely monitored in the next academic year.

Absence

Greswell Whole school = 94% (NA 94%)

Greswell PA = 15.37% (NA17.2%)

Although we are in line with attendance percentages and below NA with PA, our PP pupils have a higher percentage of PA at 26.3%. This is going to be a whole school focus next academic year.

Challenges in relation to wellbeing and mental health remain significantly higher than previous years. The impact on disadvantaged pupils has been particularly acute. 61% of the pupils who accessed wellbeing/mental health support in 22/23 were disadvantaged pupils

Externally provided programmes

These are non-DfE programmes that we have used our pupil premium to fund in the previous academic year.

Programme	Provider
Reading	RWI
Speech, Language and Communication	NELI
Speech and Language Therapist	Tameside Authority